

Childhood Education

**Building Strength for Living
Using What Specialists
Are Learning**

April 1952

JOURNAL OF

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For Those
Concerned
with Children

Childhood Education

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

Next Month—

Building on This Year's
Planning for Next Year's
Growth" is the theme for
the May issue.

The editorial by Mary
L. Hargrave takes us back
over the year just com-
pleted.

A lively article on how
to make choices, by Ruth
Cunningham, is a "must"
for everyone.

Many ideas for help in
the coming year are given
in evaluating the present
rough such topics as a
report by a sixth grade to
their parents; satisfactions
at keep teachers in
school; good practices in
aid situations; dealing
with people moving and
separated families; ex-
tended services for chil-
dren; and a report of
team action in putting on
centennial exposition in
Seattle.

News and reviews bring
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ings and material.

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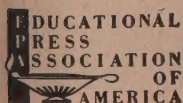
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Photo by Eva Luoma, Weirton, W. Va.

What is happening in the world today we can do little about. But what happens twenty years from now we can direct! And the only way the world of tomorrow can be formed is through our homes and schools of today. There is no greater power in the world today than education.—*Gretchen Grimm.*

Let's Pool What We Know

TIME WAS WHEN THOSE WHO WERE FACED WITH PROBLEMS IN THE care and upbringing of growing children could rely confidently on the experience and counsel of oldsters who had once carried similar responsibilities. Grandmother's advice was authoritative. Hadn't she raised father and his three stalwart brothers? There were also two sisters, but they had died while still very young. Now a young mother listens to grandmother's quaint ideas on child care with kindly tolerance, but she follows the counsel of her pediatrician. Another young woman is a teacher; her mother was a former teacher. The daughter's outlook and conception of teaching are based on insights which the mother finds strange.

Intelligently responsible parents and teachers can draw upon pertinent findings in many special fields to improve their guidance and to safeguard today's children. Unfortunately many of these findings are not used. There is a lag which widens as new knowledge and new conditions are obstructed by inertia and habit. There is active resistance where traditional sanctions, deep prejudices, emotionalized convictions, and vested interests block the way. Some people actually feel virtuous in their skepticism about new ways. In the last analysis children are at the mercy of adults in home, school, and community—a fact which makes it more deplorable that society itself lags in making fuller provision for children in their most formative and most dependent years.

When society makes school attendance compulsory it assumes responsibility for the education of the young, and also takes on a considerable responsibility for their safety and well-being. Society is faced with the consequences of inept early guidance and the cumulative effects of unfavorable nurture on development and adjustment.

Since schools bring children together from many homes, they have a role in the early social orientation of boys and girls, and they become the places in which communities make equitable provision for the safety, health, recreation, guidance, cultural orientation, and citizenship of the rising generation. They supplement the home and give children and their parents access to the special services of trained personnel. Research has indicated the need for specialized services during the growing years. Some communities do much more than others in these respects; most do more than they did a generation ago.

The teacher in today's school has a distinctive role in the developmental guidance of children. Daily contacts with individuals and groups can be diagnostic if teachers are alert and responsive in their concern for children's needs. Comparative observation enables teachers to note deviations in behavior and conditions that may need to be brought to the attention of specialists. Thus it was a teacher who first

noted certain serious speech defects in a six-year-old whose widowed mother was quite deaf, and brought them to the attention of a therapist. It was a teacher who recognized the need for mental hygiene measures in a bereaved family, and referred the case to a psychiatric social worker. It was a teacher who proposed tests of ocular fusion when a child's attitudes and difficulties blocked progress in reading. When teachers are insensitive to such indications of need their services are greatly impaired. When teachers are competent in human relations and conversant with mental hygiene, their classroom practices take on a distinctive quality which is favorable to personality adjustment and development. They are in a position to give parents insight into behavior problems and constructive counsel on home guidance.

There are many schools and communities in which such intelligent concern with children's needs is considered a fundamental aspect of a teacher's professional role. But in numerous other communities staff leadership and professional initiative in the extension and improvement of school services has been cowed and curbed by anachronistic expectations and reactionary pressures. The 3 R's are not enough, but it is not necessary to neglect them for values that are even more fundamental to life adjustment. There are valid sources of constructive criticism to which schools may turn to vindicate forward adjustments and resist regressive pressures.

Educational leadership has a clear responsibility to acquaint citizens with the significance of proposed changes in policy or practice and to indicate that there are plans for evaluations. There is much in the findings of special studies which can be used in the forward orientation of parents. It is reasonable to assume that this would lead parents to support constructive proposals for advance. Staff leadership has a similar responsibility and challenge in dealing with opinionated conservatism on the part of teaching personnel.

The forward adjustment of childhood education today needs to be conceived in terms of research findings which have direct bearings on the improvement of learning and living during the developmental years. It needs to take into account the changing social and cultural conditions which impinge on life today and on the outlook for the years ahead.

SINCE THERE ARE MANY FIELDS WHICH HAVE A BEARING ON THE education of children, pertinent research should be brought to bear in a multi-discipline approach. Specialists who are familiar with findings from various fields of inquiry should be brought together with specialists in childhood education in a cooperative effort to translate findings into recommendations to guide practice and continuous evaluation. This would gradually involve a considerable segment of the teaching profession in action-research, and would provide the impetus and the sanctions for advances in childhood education and teacher education that are overdue.—LAURA ZIRBES, *professor of education, Ohio State University, Columbus, Ohio.*

Anthropology — An Integrating Science for An Integrated World

"Anthropology holds up a great mirror to man and lets him look at himself in his infinite variety." Clyde Kluckhohn in "Mirror For Man."¹

How the contributions of anthropology have meaning to everyone working with children is told by Ethel J. Alpenfels, professor of education, New York University.

WHEN I LEFT ELEMENTARY SCHOOL teaching to take up the profession of anthropology, many of my friends said: "Why study anthropology? Anthropologists are always talking about abstract ideas and academic concepts. Anthropology isn't practical!"

During the past ten years, however, the word "anthropology," like the word "atomic," has emerged from the ivory towers of the academic world and the pages of obscure textbooks to appear with increasing frequency in the everyday world. Perhaps this is because of its subject matter: the study of man. Perhaps it is because of its early history or its great breadth of interest but, whatever the reason, anthropology has become one of the most important integrating studies of all the human sciences.

A Science of "Left-overs" . . .

Someone once described anthropology as the "science of left-overs." And so, in one sense, it is. Early scholars chose, for their special field of interest, social and scientific problems neglected by other established fields.

Historians, for example, were interested in written history and in unique

events through time; anthropologists sought out cultures that had no written history and pushed time back to study people who lived before recorded history.

Psychology was concerned with individual behavior under controlled conditions; anthropologists engaged in pioneer studies on group behavior.

The student of languages studied grammar and vocabulary; anthropology used languages to help trace the movements of mankind.

Thus, anthropology bridged the gap between history, linguistics, and psychology. The contributions from all these fields became fused into one general science of man. Long accustomed to the wisdom of drawing upon the findings from many disciplines, the "science of left-overs" is now cooperating in studies with psychologists and psychiatrists, teachers and social workers, geographers and nutritionists.

Dry Bones and Dusty Books . . .

The support that anthropology is receiving from the related sciences, and its importance for all those who work with children, is surprising when you remember its early beginnings, its handful of practitioners, and its newness as a science. Anthropology is only a little more than one hundred years old. In its early days, European scholars ventured forth to study customs and habits of almost forgotten people. They brought back reports of outlandish customs and exotic beliefs, bits of broken bone and pottery, and seemed to spend their days

¹ New York: McGraw-Hill Book Company. 1949. P. 11.

measuring skulls of fossil man. No wonder, then, that in this country there grew up a popular picture of the anthropologist as an individual who was as quaint, curious, and bizarre as the people he described.

Learning from the Highways and Byways . . .

Whether it was the lure of far-off places, idle curiosity, or part of man's endless quest to understand himself better, the anthropologist continued to search for answers along the highways and the byways of both time and space. His search finally led him to a realization of the most important contribution his science has yet made: *that all human beings are more alike than they are different*. All of us have the same biological origin, the same basic needs, and all of us want much the same things out of life.

Yet each one of us is also different. The anthropologist created the term "culture" to express a way of thinking, feeling, believing, that human beings inherit as members of groups. It is our total way of life. It is a sort of helpful shorthand to distinguish learned behavior from the physical traits we inherit. For children and all those who work with children, however, the concept of culture has important implications. Since culture is learned, it can also be unlearned. The little annoying habits, the superstitions, and other behavior problems are the result of the environment in which he lives and not because "he was born that way."

The children who come trooping into your classroom each day dress and act and talk very much the same. Yet each one brings different family backgrounds, different life experiences, different tools for learning.

An anthropologist was the first to demonstrate that the chronological and

physiological ages of school children do not always coincide. He pointed out the important (and now generally accepted dictum) that a teacher must not demand that all her eight-year-olds, for example, meet a set standard for eight-year-olds. Just as in the growth of a culture, so in the growth of an individual, there are periods when he can acquire a skill more swiftly and efficiently than if he had been forced to do it at an earlier time. Experiments in psychology give ample evidence that a child learns and matures at different rates of speed. This knowledge, growing out of the integration of several disciplines, should lessen the anxiety of parents and teachers when a child fails to attain the achievement level prescribed by our culture.

Subculture Patterns Are Important, Too . . .

Through pioneer studies of anthropology, no one today doubts the existence of different tribal, ethnic, and national cultures; no one questions the validity of talking about a Samoan culture or an American culture pattern. It is equally important, particularly for those who work with children, to recognize and make use of the new discoveries about the many subcultures right here in the United States.

First and second generation parents, still culturally bound by their national and ethnic groups, often make demands of their children which may contradict the cultural expectations of the classroom. Recent studies of American Indian cultures most dramatically illustrate the differences in racial patterns that often cause conflict in a child. As teachers, we can no longer think of Indians as people who *used to* live where we now do. Nor do they all live on reservations. They may be sitting in your classroom. Last year, a little Hopi Indian

girl entered a grade school in Connecticut. One day her teacher complimented her on her beautiful dress. The child burst into tears and ran out of the classroom. The teacher, concerned and confused, wisely began to search for knowledge that would help her understand; she discovered that one must never call attention to a Hopi child in public. In present American culture, public praise by adults is often sought by children; among the Hopi, such praise only embarrasses the child.

Perhaps some of the most important recent research has been done by Allison Davis and W. Lloyd Warner who found that social classes are actually American sub-cultures. Families (and children, too) in our society are classified as upper, lower, or middle class depending upon the communities in which they live, the family income, the clubs to which they belong, and the type of work the father does. The "wrong" side and the "right" side of town can become a dividing wall over which youngsters cannot climb unless a thoughtful teacher helps them.

Where children are born will help determine how children think. For example, when asked to describe the word "straw," a boy who lived on a farm wrote: "Straw is what you feed cattle." A girl from a middle class family in the city wrote: "Straw is what you use to sip ice cream sodas with." A child from a lower class who kept house for her father wrote: "A straw is something you use to make a broom." Their answers were all correct. That analogy can be applied to more complex problems. An amusing but illuminating definition is the answer one lad gave to the question: "What is a lecture?" He replied: "A lecture is what the policeman gives you when you're bad and when you're really bad, you get the lecture chair." Language, one of

our most important tools for learning, can be a barrier between education and "good" education.

An Integrating Science for an Integrated World

Perhaps the newest development—known as the area project—has even greater implications for those who work with children. You will recall that anthropologists of the nineteenth century brought back *single items* of culture; a broken potsherd or an ancient safety pin. Those in the twentieth century brought back monographs on the whole round of life of a *single culture*: the Incas of Peru or the Fijians of the South Pacific. Now, in the 1950's, anthropologists are studying *whole areas* of the world: Southeast Asia or Latin America. In the past, single field workers went out alone to study all aspects of a small group; today, whole teams of specialists from many disciplines are studying different societies sharing a common environment but with different culture patterns.

Child Plus Method Plus Subject Matter . . .

This new emphasis has at least three important implications. First, in the field of subject matter, one of the best illustrations can be found in the study of the American Indians. In teaching about the Iroquois, for example, it is not enough to describe the kind of houses, clothes, or food they eat; the Iroquois should be studied in relation to the whole Woodland culture area to which they belonged and, finally, their way of life should be compared with that of other Indian tribes in the United States. This is the only way in which children can learn the true picture of Indian life: that all Indians did not live in teepees; that all Indians did not wear feather bonnets and smoke peace pipes; that, until the Spanish came,

the Indians did not ride horseback. What is true of Indians is also true of all other people in the world. Upon such tiny and seemingly unimportant facts are individual life philosophies built.

The second implication is one that is not new to elementary teachers; we must teach the whole child. A single culture trait will tell us very little about a culture, so it is in our work with children: a single personality trait will not be enough to tell us very much about the whole child. To understand children we must see them as growing, changing, developing human beings. Children, like cultures, are integrated wholes. Both differ in their degrees of integration.

The third implication grows out of the method used in all the sciences. The elementary schools can and must begin to teach and practice the scientific method. For the scientific method is more than a procedure—it is a way of thinking. It is, as Huxley said, organized and trained common sense. It is a search for truth, as applicable in the classroom as in the laboratory. It is a search for facts, and individuals who stay close to facts often end up by thinking for themselves. Elementary school children must be taught to ask: "What is true?" "What is false?" They must learn how to observe and to compare. Teachers can also help them to take one more step: to help them understand the implications of their discoveries. If a fact or a truth is too complex, then the subject matter does not belong in the curriculum at that level.

The Story of Mankind . . .

Anthropology today represents a new emphasis on an old subject: the story of mankind. That new emphasis is reflected in the classroom wherever teachers teach these basic concepts and values and ideas:

- That mankind is one. Wherever differences appear they lie in the cultural pattern, the emotional factors, and in heredity of each individual.

- That part of the past lives in the present. We need to give youngsters a perspective of man's long history if we are to build understanding.

- That we need not go to the Old Stone Ages to find out what happens when people are cut off from new ideas. The barriers, the social barriers that man has created, are no less real than oceans that cannot be crossed.

- We must let people grow up. Many ethnic and racial minorities have not grown-up because we have not permitted them to do so. We must let all our people grow to their full stature as individuals and to their full responsibility as citizens.

- That all this is a cooperative effort between the teachers, the home, and all of the sciences: to teach understanding of common needs of all human beings; to help young people in their thinking to include more people of different backgrounds in the word *American* than we have ever done before; to help students understand that we must learn to live in a changing world.

How to build relationships that contain respect for all human beings is the problem of every discipline. It is particularly urgent in our time because of the potential for destruction that science has uncovered. Yet man travels along his way, saving time by sending cables and using telephones, shrinking space with jet-propelled planes; so fascinated simply by his ability to move fast that he no longer has any time to look where he has been nor to find out where he is going.

When to Call in a Specialist

Through state and local programs more and more communities are having access to specialists and special agencies. Elias J. Marsh, director, Bureau of Mental Hygiene, Connecticut State Department of Health, discusses the role of the teacher in identifying problems and calling in the specialist in making best use of Child Guidance Clinics.

SOMETIMES IT SEEMS AS IF THERE IS NO limit to what is expected of a teacher: different, often conflicting, demands come from the board of education, the superintendent of schools, the principal, parents, the children themselves, and even from the psychiatrist, psychologist, and psychiatric social worker of a child guidance clinic. And yet by the very nature of the demands these various persons make on the teacher they salute his steady role, his contribution to the mental health of our whole country.

We are interested here in the teacher's roles as school custodian, recreation leader, dietitian (or perhaps waiter), bus driver, or even specifically as teacher but only as they may affect his functioning as a mental hygienist. This they certainly do, for no teacher who is too overburdened with other duties, or even with too heavy a teaching schedule, can respond to the feelings of the children in his class. More frequently children react to the ugly mood of the overworked teacher.

As mental hygienists we naturally expect teachers to smooth over the rough spots that children may meet, and to recognize the more serious troubles of the few. But where is the difference between the normal rough spot and serious trouble? When does a teacher

stop applying first aid and call in the experts? That depends a great deal on the community in which he works.

Let us assume that we are dealing with a community that has a well-developed guidance program and enough good school psychologists and school social workers, as well as a child guidance clinic. In other words we are not going to ask the teachers to take on any of these functions. Yet he will need to know in some detail what the work of each is, and may even have to use some of their tools from time to time. For example, every time he sits down with a parent in a parent-teacher report conference, he may very well use some of the skills of a social worker. He would not be expected to visit a parent at home to find out what in the home is upsetting the little boy in the back row who seems to do nothing but dream all day long. He turns this problem over to the school social worker, and goes on with the activities in his classroom. Or again, when he notices a child who does not appear to be able to learn, he won't give any psychological tests himself to prove that the child is retarded, but will refer him to the school psychologist. Referrals like these are easy because they are quite clear-cut. We know what to expect from the psychologist, the school social worker, and the guidance teacher. But what about a child guidance clinic? What kind of children are referred to a child guidance clinic?

What the Child Guidance Clinic Does

A child guidance clinic is a medical agency which treats children with behavior problems by means of psycho-

therapy for the child, and social case-work with the parents. The child who apparently dreams all day long might possibly present a behavior problem, and be an appropriate referral to a child guidance clinic, but then again he might not: perhaps he is day-dreaming because the work is too hard for him, or he can't hear, or he never learned to read, or he's just too bright and is bored. All of these possibilities are very easy to rule out, and would be before referral to a child guidance clinic would be considered. Even so, we cannot necessarily conclude that a clinic is the answer. The child may be preoccupied by an intolerable situation at home—housing conditions, including those resulting from poverty; illness, including alcoholism; family problems; death, or any one of many possible situational conditions about which a child guidance clinic can do nothing. In cases of this sort a school can often do much for a child in giving him a focus of stability, and the teacher may be the one steady person in an otherwise shaky world.

One other thing a child guidance clinic does not do except incidentally is diagnose intelligence. A child who is having trouble in school merely because he is dull should not be referred to a child guidance clinic. True, one of the members of the child guidance team is a clinical psychologist, but his function is to assist in evaluating a child to determine the best way of helping him in clinic. Just as in class it is important to know which child is bright and which is dull, because he will be treated differently, so too in a clinic plans will differ for bright and dull children.

What Children Should Be Referred?

It is almost equally impossible to give either a simple brief generality, or a long and detailed catalogue defining

which child a teacher should refer to a child guidance clinic. The answer to this problem grows out of repeated meetings with the staff of the clinic. It may help, however, if a teacher can put aside all prejudices and look at the children in his room objectively enough to note any behavior that is out of the ordinary. This does not mean that everything out of the ordinary should be referred to the clinic, but merely that the teacher should look for an answer to the question, "Why is this child behaving this way?" Out of the group of children about whom this question must be asked will come those to be referred to a clinic. It is important, too, to try to put aside those prejudices.

It is very easy to overlook behavior in a bright child that would immediately be suspected in an average or dull one. One of the best discussions of this question is found in E. K. Wickman, *Children's Behavior and Teacher's Attitudes*, (New York, The Commonwealth Fund, 1928). Recent observations of teachers in mental hygiene courses indicate that in many communities there has not been much change in teacher's attitudes in 23 years.

A few examples of children recently referred by schools to the child guidance clinics of the Bureau of Mental Hygiene may help to clarify the question of whom to refer.

The Case of Peter

Peter, a sixteen-year-old high school junior, was referred with the following information: "Retiring disposition. Takes no part in school or community projects. Has always been a little uncooperative. Feels inferior to younger brother who is popular and takes part in affairs. Of late teachers complain that Peter promises to do his work and fails to do it." When this problem was discussed with

the teacher who made the referral, she was able to give considerable information about the relations of Peter with other members of his family. She also reported that the school's concern over him had been discussed with his parents, and the parents were very anxious to have some help. From his school record we knew that he was brighter than average (it later turned out that he had an I. Q. of 110). What had called him to the attention of the teacher was the fact that his behavior was quite uncharacteristic for a boy of his age. The teachers were also concerned over the fact that no one could seem to interest him in anything, or actually get him stirred up in any way. The clinic staff had interviews with Peter's parents, and he was studied by the clinic psychologist and psychiatrist. It was obvious that he was a seriously disturbed boy, and the suspicions of the school staff were amply confirmed by the findings of the clinic. The school's observation that he was not interested in anything could be translated into psychiatric terms that he was emotionally flat, probably the result of a long-standing, very unhealthy relation with his mother. Treatment was offered at clinic without hope of much success because of the severity of his disturbance, and at the same time suggestions were made as to how the school program might be modified so as to support the clinic treatment as much as possible. After three years of treatment, Peter is out of school and still leading a somewhat retiring life, but on the whole his adjustment is better than at first.

This case is given as our first example to demonstrate that even if a child is correctly recognized in school to have a severe emotional problem, and is referred to a child guidance clinic, the clinic cannot claim to work miracles. In some instances only limited success can be

attained, and there are some situations which are completely untreatable.

Adjusting the School for Joseph

Joseph, seven-years-old and in the first grade, was referred by the school nurse at the request of the teacher. The nurse's statement is as follows: "Joseph is repeating first grade. His attention span is so short that he is unable to be a participant in normal group activities. There is a record of illiteracy on paternal side. If possible I should like to determine if problem is psychological, emotional, or mental or if a combination which is probable, and how to deal with it to the best advantage of the child."

Although the teacher was not convinced that Joseph's difficulty in school was primarily on the basis of intellectual deficit, nevertheless, it was suggested that the child be referred to the school psychologist for psychological testing purposes. When this was done it was shown that Joseph is somewhat dull, but other problems were also revealed. The teacher, school psychologist, and school social worker cooperating together were able to bring about enough change in Joseph's situation both in school and at home so that he could be fitted into a modified school program without further difficulty.

Edward Pounded Other Children

Another school nurse sent in the following statement on eight-year-old Edward: "The child is a behavior problem in school. He seems to enjoy pounding children, wants constant attention—very jealous of attention given other children." This is the kind of behavior which is regularly recognized as being out of the ordinary, and is very unacceptable in school.

As is done in many cases, a psychiatric social worker from the clinic staff discussed this referral with the teacher.

The following is quoted from the social worker's report of this interview. "Discussed this case with Miss O'Connor, referral source, and she gave us a little more detail. She stated that she was aware that there is a serious problem in the home. She thinks that patient's mother tries very hard to be good to the children but the father is unintelligent and most difficult and she has found it impossible to work with him or to modify his attitude in any way. This child has been a problem since he was enrolled in the first grade but the problem is more pressing at the present time as he is in a large class and the teacher is unable to give him much individual attention."

An appointment was arranged with Edward's mother and it then became clear how serious the problem at home actually was. We learned that Edward's father was extremely abusive and made life almost intolerable at home. The following quotation from the social worker's interview with the mother is indicative of this: "She said that her 'old man' is impossible and from the time that any of the children have been able to walk he has beaten them and thrown them against the wall, refused to allow them to bring friends to the home, and has made tremendous demands upon them. She thinks that this may be affecting Joseph and may account for the fact that he cannot learn in school because she knows that it has had an effect on her older children." However, even after more and more of this sort had been told, Edward's mother insisted she had no desire to see the situation at home changed.

Again quoting from the report of the social worker's interview, "Mrs. B. has no intention of doing anything about her marital situation. She stated that the nurse had told her repeatedly that she should leave her husband but she had no

intention of doing this. The priest has told her that she should have her husband put in jail and that she does not want to do. She stated that she had been married twenty-two years. Although she never loved her husband she feels it is her duty to remain with him and stated that there were certain compensations." She did say finally that she thought there was some help in talking about her difficulties with some outsider.

Since treatment at a child guidance clinic depends in many instances on the possibility of bringing about changes in a child's environment through social case work and since the function of the child guidance clinic is not simply to lend an ear to a person who has problems she would like to talk about, it was suggested that a family casework agency could probably be of more help in this situation. Mrs. B. was helped to get in touch with the Diocesan Bureau of Social Service where she can get some general support and assistance. This was discussed with the school authorities who referred Edward in the first instance and it was explained how the child guidance clinic could not help out.

Some months later it was reported that although the situation at home continues to be bad, there must be some improvement because Edward's behavior in school is not nearly as objectionable as it was formerly.

Billy Was Antisocial

Our final example is that of Billy, a seven-year-old. In this instance the superintendent of schools took the initiative in sending in the referral blank which carried the statement, "Child appears to be antisocial. Cannot work in a group. At most unpredictable times he will roll on floor." This was further amplified by a letter from Billy's father requesting help and indicating that Billy's parents

had had considerable discussion with the school authorities about the referral to the clinic.

Appointments were arranged and it was found that among other things there was a considerable problem at home concerning the handling of Billy's normal aggressive impulses. There was more than this in the home situation, but from the point of view of the school this was important because arrangements were made for him to participate in gym classes where he could work off a lot of extra steam in a controlled environment where he would not hurt anybody and where his activities were handled in a socially acceptable way.

Billy was found to have average intelligence and on the basis of this and other psychiatric and psychological findings, Billy had been accepted for treatment in the clinic. At the present time he is being seen by a psychiatrist once a week while a psychiatric social worker discusses his problems and ways of handling them with his mother. Although treatment has been going on for only

two months, there has already been considerable improvement in school and he is accepted rather than feared by the other children.

Importance of the Teacher

In spite of our belief that teachers are mental hygienists by the very nature of the emotional influence they have on the children in their classes, we do not ask that they undertake to cure the sick child. We hope they will help keep well children well, recognize the sick ones and help them get care, and sometimes assist in their treatment when indicated.

The field of mental health is a big one, and its goals cannot be reached by the specialists in the field working in isolation. There are many people without whose cooperation the specialists can have no hope of success; they include doctors, nurses, ministers, lawyers, the police, social workers, scoutmasters and many others. But next after the child's own parents and his immediate family the most important person in his emotional development is his teacher.

Spring Fever

By STEPHEN

"ISN'T IT A PRETTY DAY? I PRETENDED I WAS going fishing with Daddy at Evitt's Creek—before reading class. I took my shoes off and squished around in the mud. I unwound my Yo-yo down beside my seat. The string on it makes a good fishing line. I had got fourteen fish before she called us up to reading class.

"Mrs. Lashley told me that I had the wrong story when we opened our books. I got the right story and read part of it to the class, and then I asked her if I could wash my hands. 'They're very dirty,' I said. She replied, 'Yes, and take *mine* with you.' Isn't she funny sometimes?

(As reported by Stephen's mother, Mrs. Maurice Long.)

"Well, I walked down the hall—I mean down the path through the woods. I went past the duck pond in Miss Haley's room. Yes, *honest*, she has a duck pond. Well—the duck has a little tub of water, but it's a real duck.

"Then I washed my muddy hands and got a drink out of the clear mountain spring. I got two drinks of mountain water out of the fountain before I went back down the path. The teacher said, 'Hurry, Stephen. You don't want to miss music.'

"I told her my feet were muddy and I ought to wash them, too. She didn't hear me—or did she?

"Do teachers ever go barefoot?"

A Spot in Massachusetts

— Efforts to Make School Experiences Meaningful

Six months prior to the 1950 Midcentury White House Conference on Children and Youth the Massachusetts Committee found in Quincy, Massachusetts, a public school system willing to build a program incorporating the inter-disciplinary approach. The volunteer Advisory Group of 24 people representing many agencies, not only in Quincy but throughout Massachusetts as well, have been carrying on this interesting project. The "brief report of the Quincy Project" has been compiled by Mildred B. Harrison, director, Guidance and Research, Quincy Public Schools.

"... it would, we believe, be significant to have in some spot in Massachusetts a demonstration of specific efforts to make the school experience of children more meaningful from the viewpoint of emotional growth." So Thomas R. Flynn, Executive Secretary of the Massachusetts Committee for the Midcentury White House Conference, wrote to Paul Gossard, Superintendent of Public Schools in Quincy, Massachusetts.¹ It was on May 31, 1950—six months prior to the all-out, once-in-a-decade, by-invitation-of-the-President effort in behalf of children and youth.

In his letter Mr. Flynn pointed out that a Massachusetts Subcommittee on Education and the Schools under the chairmanship of John J. Mahoney was already undertaking to aid communities in a study of their schools with special

reference to those aspects of education on which the Midcentury White House Conference was to focus attention. He said, flatteringly to Quincy:

—because of much that had been done in the schools it was believed that Quincy would be "an ideal community" for a project such as proposed;

—such a project under White House Conference auspices could have distinct value for other communities in the Commonwealth and throughout the country;

—the subcommittee, already mentioned, could be instrumental in providing an Advisory Group for the project;

—Quincy's answer "was awaited with keen anticipation."

The invitation was presented by Superintendent Gossard to the Quincy School Committee and the undertaking approved. A volunteer Advisory Group including representatives from a number of related professional fields came together for purposes of deliberation and an initial plan was worked out for the "Quincy Project." A local White House Conference committee gave support and a steering committee comprised of key persons from the school staff was appointed.

The project was defined as "dealing with emotional factors as they enter into the school experience of children" and involving "a study of educational practice as it affects and can be made to contribute to emotional growth."

It was William C. Kvaraceus of the Advisory Group who expressed the belief that such a project, if operated on an adequate basis, could do much to

¹ Quincy, Massachusetts, is a cosmopolitan community of approximately 83,000 with a public school population of over 12,000 and an educational staff of 521. Adjacent to Boston on the south shore it has the benefit of Greater Boston facilities but comprises within itself a business and industrial center.

telescope time. This was in reference to a recent study which revealed the startling fact that it takes approximately forty years for an accepted idea in the field of education to find its way into common practice.

The Plans Included

The initial plan for the Quincy Project included the following features:

- An extension course for school personnel pointed to the emotional needs of children.
- Consultant service to the school administration in regard to the project.
- A program of parent education under the auspices of the school department and appropriate community groups.
- Expansion of the Special Testing Service to include facilities for the diagnosis of academic difficulties.
- The augmenting of the Adjustment Service through the addition of some person with special training in the field of mental health to work primarily in the elementary schools.
- Provision of psychiatric consultant service for older pupils (not served by the local child guidance clinic).
- Consultant service for parents of pre-school children, especially in relation to school entrance.
- Further in-service training for school personnel through workshops, round-tables, guest lecturers.
- Scrutiny of the school program from the viewpoint of mental health with respect to both administrative and classroom considerations.
- Examination of the findings of the Glueck research with a view to making suitable application locally.
- Round-tables at Harvard University for further deliberations by the Advisory Group and others in regard to the Quincy Project.

It was hoped that financial assistance for the project might be obtained from some established fund or other special source. However, despite concentrated and persisting efforts there has been little success in this regard. What has been done has been financed locally.

What Was Done

The following items from a progress report recently prepared on the Quincy Project give some idea of activities:

Extension course held for school personnel. Arrangements were made for an extension course for school personnel to be given in Quincy by J. Wendell Yeo of Boston University School of Education. The course was tailor-made for the Quincy Project and dealt with "Meeting the Emotional Needs of Children in School." It was given twice during the school year 1950-51 with a total of approximately ninety enrolled.

Consultant service given to school staff steering committee. The staff steering committee has met a number of times and has had the privilege of consultant service from Nicholas D. Rizzo, junior associate in psychiatry, Peter Bent Brigham Hospital, Boston, lecturer on education, Harvard University. He has had experience in public education as well as in child psychiatry and was recommended by the Advisory Group as exceptionally well qualified to give guidance in connection with the project.

Teaching personnel considers factors they inject into classrooms. Herbert I. Harris, psychiatrist, Medical Staff, Massachusetts Institute of Technology, came before the entire teaching personnel during the fall of 1950. Harris directed the thinking of the teachers to the emotional factors which they themselves, because of their own personal experiences, tend to inject into the classroom.

Implications for education of research in delinquency presented. Eleanor T. Glueck came to Quincy in the spring of 1951 and presented to the entire teaching personnel the findings of the latest Glueck research with special reference to the implications for education.

Round-tables held on applications of findings in delinquency. Members of the Advisory Group have met twice at Harvard University as a round-table for the purpose of considering the possibility of making application in Quincy of the Glueck findings.

Parent education course given on "Healthy Personality for Your Child." A parent education course recently concluded was under the joint sponsorship of the school department, the parent-teacher council, and the Quincy Council for Public Schools. It was attended by representatives from the twenty-one parent-teacher associations and other key persons, comprising a group of approximately one hundred and fifty. The course consisted of ten two-hour evening sessions addressed by experts and dealing with the topic "A Healthy Personality for Your Child." Many speakers were members of the Advisory Group.

A course in Family Living and Social Adjustment included in curriculum. A twelfth-grade course in Family Living and Social Adjustment, experimentally included in the core curriculum for both boys and girls, has been continued with interesting success. The course is concerned with the dynamics of human behavior and makes extensive use of film and recorded material, group discussion, and guest speakers. Some child guidance materials are included.

School Adjustment and Vocational Adjustment courses included in high school. A tenth-grade course in School Adjustment built around aptitude and interest

testing was introduced in September 1950. This course, which is followed by one in Vocational Adjustment, makes provision whereby young people may know their strengths and plan constructively in terms of them. (The high school courses in Life Adjustment Education complete a six-year group guidance sequence and supplement a program of individual counseling.)

The viewpoint of youth presented to high schools and community leaders. A report on the White House Conference from the viewpoint of youth was presented in Quincy by Arnulf Pins, the outstanding young adult who headed up the youth group in Washington. Mr. Pins was brought from New York to Quincy for this purpose, addressing students in both high schools, meeting with a key group of community leaders at a luncheon program, and in the evening conducting a Youth Round-table open to the public and sponsored with the cooperation of seventeen community groups.

A consultant carries work of project into elementary schools. In September 1950 the Quincy School Department acquired an elementary consultant whose work in the nineteen elementary schools is basic in relation to the project.

A specialist in handling reading difficulties augments staff of educational clinic. Arrangements have recently been made by the superintendent for the release from the classroom of a teacher specialized in the diagnosis and handling of reading difficulties. She will serve city-wide under the direction of the elementary consultant and augment the staff of an educational clinic currently in the process of organization. The educational clinic represents an expansion of the Special Testing Service.

A panel discussion held on meeting emotional needs and holding children to

standards. In the spring of 1951 Joseph Weinreb, director, Worcester Youth Guidance Center, came to Quincy to conduct a panel discussion for counselors and others. Question: "Need there be any inconsistency between meeting the emotional needs of children and holding them to high standards of performance commensurate with their ability?"

School personnel gets better understanding of available clinical services. Twice during the past half year the head social worker at the Quincy Child Guidance Clinic has met informally with key groups of school personnel—head counselors and school principals, the purpose of the conferences being a better understanding of the clinical service available.

Professional conference devoted to improvement of classroom instruction. A recent all-day professional conference included a round-table on the topic "What Adolescents Want from Their School Experience."

Future workshop on school-community relations is being planned. Consideration is currently being given to the possibility of a local workshop course on school-community relations to be conducted by William C. Kvaraceus of Boston University School of Education. The course, a sequel to one given during the fall of 1950 on community resources, would involve some key persons in the community. It would begin considerations with the White House Conference recommendations relative to school-community responsibility in the development of healthy personality.

Still To Be Done

Two project recommendations which have not been carried out and which represent major unmet needs are:

Provision of psychiatric consultant service for older pupils. The desire is to make such service readily and informally available as an extension of the counseling service.²

Addition to the guidance staff of a person with special training in the field of mental health to work primarily in the elementary schools and to augment the work of the Adjustment Service. A man and a woman now serve city-wide as liaison officers between the schools and outside agencies. Such a functionary would insure earlier attention to individual cases and would provide a unique type of in-service training to help principals and teachers spot emotional problems.

The Quincy Project is essentially "White House Conference"—in inspiration and flavor. It represents an effort at *implementation* at the *grass roots* level focused on *healthy personality* development and, with an *inter-disciplinary* approach, facing up to some of those deplorable gaps between "our knowings and our doings." The procedure involves significant tie-ins with the community, in-service training with respect to basic principles, provision of essential services, and scrutiny of current practice: From the viewpoint of emotional growth, what is done that may be harmful? What might be done that would be constructive? For such a project time is required. Assistance is invited.

Advisory Group for Quincy Project:

Ella P. Cahill, Constance Covell, John J. Desmond, Eleanor T. Glueck, Charles W. Havice, Herbert I. Harris, Francis L. Hurwitz, Raymond B. Johnson, Cheney C. Jones, Ernest Kavanagh, Thaddeus Krush, William C. Kvaraceus, John M. Lobb, William A. McCormick, Marenda E. Prentis, Dane G. Prugh, Nicholas D. Rizzo, Robert R. Sears, Bessie Sperry, Stanislaus Sypek, Joseph Weinreb, Wm. J. Wiltenburg, Jr.

Ex-Officio:

John J. Mahoney, Henry W. Holmes.

² Since completion of the article the Quincy Project has received from the Committee of the Permanent Charity Fund a grant of one thousand dollars which will be used to initiate this service.

Teamwork Necessary to Successful Experiences

The last semester of the program in teacher education for elementary teachers at the University of Florida is a full time internship in the public schools of the state. General curriculum specialists in elementary education coordinate the field and campus experiences of the trainees. A child development specialist from the foundations department of the College of Education acts as consultant in campus seminars. The teamwork at the University of Florida, Gainesville, is described by Pauline Hilliard, associate professor, Elementary Education Department and Columbia Winn, assistant professor, Foundations Department.

"WILL THOSE CHILDREN LIKE ME? Will I like those children? How will I do for them what the public school and their parents want me to do?"

This was the emotional content of an eager buzz coming from the pre-seminar chatter of forty-seven young college students. They were gathered at their university for a pre-planning session. It was their first day in an eighteen week internship program in public schools near their university.

Circulating among the students was a staff of curriculum specialists from the university who would be visiting the interns in their teaching situations to give individual support and professional guidance. A specialist in child development was also there to serve as a resource person as they brought their problems to bi-monthly seminars held on the campus.

As the pre-planning began it was evident to the corps of specialists that the place to begin was from these feelings of excitement and apprehension of the interns themselves.

How could the specialists and interns work together so that the students would have poise and readiness for meeting this

new experience? Here was more responsibility than students had had before. Yet here was a team of their university colleagues who had been working with children and schools a little longer, standing by to give help.

From their previous experiences, from years of training, from days of staff integration this group of teacher training specialists anticipated just such needs on the part of the interns. These specialists knew they needed to give guidance and clarification if these interns were to take the transition from theory to practice with the least cost to trainees and children.

The understandings and skills for serving children and recognizing children's individual differences and common needs required new focus. There would be children with problems and interns would have problems with children. Interns could learn that curriculum experiences and group living offered many opportunities for assisting children with their problems. The specialists were on hand to offer ways of looking at classroom environment in terms of children's needs. They could offer ways of using the familiar, accessible every-day-things

at hand for problem solving. It would be developmental for the intern to have heightened concern for his own adequacy. It need not be demoralizing to him to find himself not quite adequate. These were the understandings of the coordinators.

Know-How for Getting Acquainted

The immediate questions which the interns raised in the discussion were: "How can we short-cut getting acquainted with a large group of children? How can we get to know and like each other?" Out of these requests for "know-how" grew a plan for action research. Each intern would:

1. Write a short word snapshot of his group at the end of the first day, noting children as individuals.

2. Consult the permanent records and summarize the outstanding facts about given individuals and the group as a whole.

3. Explore some part of the community trying to feel how it would be to live there as a child—take a bus ride, walk through a neighborhood, walk home with a child. Record what was seen, heard, and felt.

This recorded evidence, the specialists thought, would alert the intern to the common needs and background of his group. He would discover where causes for individual difference lay. It would sharpen his awareness of those differences in children that he could not accept—differences that blocked getting acquainted, liking each other.

The students left the seminar with a plan to know children in whatever situations that existed in their given school. "We'll look for children as people, as possible friends. Children need friends. We'll be an answer to a need," was the comment of one intern. The specialists asked that these records be brought to

the next seminar as data for continued discussion and study on how to live and work with children.

Three weeks later the group assembled again at the university for a seminar. As they saw each other again the buzz of chatter centered on successes with and friendliness of children. On the whole getting acquainted with children had been easy and satisfying. Yet, as the coordinators circulated among the sharing groups, they were aware that these young teacher trainees were meeting, in reality and with emotion, factors that had only been intellectual understandings before.

One intern through studying the permanent records of her five-year-old kindergarteners knew that more than half of her twenty-five children were from divided homes—broken by divorce, illness, or death.

Another saw a withdrawn little boy who refused to talk, who wore no shoes, and who brought his lunch wrapped in soiled newspaper. An interview with the directing teacher and neighborhood talk revealed that his father was in prison.

One intern's group had great concern about marks. They came largely from families of college professors, city officials, and businessmen.

Of the bus ride, one said, "I don't see how those children can settle down after that jolty bus ride." Another countered with "There seem to be cliques of bus riders."

A young man commented, "I walked through blocks of houses where I didn't see any growing things."

Out of their folders were coming facts to which they reacted with feeling. Some were deeply angry at "parents like that;" some were ready to "tell that old gossip off;" some were eager to reform children; some felt and accepted the facts objectively, yet with understanding.

As these comments came, the specialists began to function. By accepting these angers, these emotionalized attitudes as part of their growth, the child development resource person began to work for an understanding of the limits of a teacher's role.

As data were read and analyzed, interns commented, "We can't change the fact that Joe has had four fathers in his ten years; or that Henry has a chronic heart condition which makes his mother over-anxious and over-protective; or that the five Jamison's must travel more than thirty miles daily, but we can help make school a place where children's problems, sorrows, and hurts are recognized. We can help create a classroom atmosphere where children will feel welcomed.

Meeting "Teacher Expectancy" of the Culture

Then it began to be the task of the curriculum coordinators to move this warm-hearted concern for children's welfare to concrete starting points for working with these individual children in a classroom group. What learning experiences could be set up in terms of these specific children's needs? The interns proposed that they return to the classroom with the purpose of seeing just how these children functioned in skill subjects, in play groups, and in overall daily routines. Again a research technique was planned. Each intern would:

1. Record anecdotally the situation in which the child or children were involved, tell what the child said and did, and how others interacted with him.

This would be the data needed. With this plan they returned to the field. Following up this focus set on campus, the curriculum coordinators were visiting the interns in their schools, helping them to select, plan, and carry through experiences that were appro-

priate to the developmental level of all the children involved.

After a period of three weeks the interns again came together to discuss their children with the specialists using the data they had gathered. Their "off-the-record" comments were "Tommy won't settle down. His work is never on time. He continuously watches the intern or the teacher." "James has a chip on his shoulder." "My fifth graders were spoiling for a fight last week." "Mary Lee just won't do anything I tell her to do."

In these fretful phrases was the cue to a new turn that their experience had taken. They were describing children in terms of traditional discipline. They themselves were being threatened. They were feeling the need to control children. Here was a point upon which the resource leaders could act. How could they reassure these young teachers so that once again they would see the emotional reactions of children as expression of unmet need? How could they help the interns realize that here was a problem in their own adjustment to the stress and strain of meeting the "teacher expectancy" of the culture?

In the seminar group the specialists and interns began to work with the recorded data on children who were in conflict with other children or the intern.

There was five-year-old Ricky who knocked another child's building blocks down; who twisted a little girl's arm; who finally kicked the intern on the shins. Ricky had an incurable illness which had prevented rough and tumble play for him. But Ricky had learned other ways to use his body and act upon his environment.

Eight-year-old James was repeating second grade. He refused to participate, particularly in reading. On several occasions when one of his possessions became misplaced he shouted, "Somebody stole my pencil, or book or glue." James lived in a trailer with his mother and an alcoholic father.

Henry was nearly nine years old and new in school. His father and mother said he couldn't get along with other children at play. His mother thought Henry was mistreated but his father said, "Henry argues even when he knows he is wrong." Other teachers reported that he said "nasty" words and drew nude pictures. He refused to share crayons, to have his name on the health inspection chart.

Hugh, a fifth grader, was described as a fighter, timing his fights for the bus ride home. Hugh told "wild, gory stories" of experiences he or his family had had. He could not read and usually refused to try. He had been put in this group because another teacher found him impossible.

As the biographical facts and other data were read and discussed by the group, the child development specialist attempted to clarify the meanings that the child's emotionalized behaviors might have for the child himself. At the moment he was expressing that this was the only way he could react to situations that dishonored his needs, that pushed him beyond his level of controlled and acceptable behaviors. He was not behaving thus because of a personal dislike for the teacher or the intern or the children, but because of accumulated emotion, arising from frustrations that must come out in action. There would be other children for whom these strong feelings would result in physical retreat, in excessive quietness, in taciturn silence. They too, would need to be seen and understood. Because those who used the aggressive forms of adjustment disturbed the teacher and the group they were discovered first. Some of these aggressive children were yet unskilled in verbal expression. They used their bodies to tell how they felt. Others who were verbal used language that would shock and get adult reaction.

As discussion progressed the interns revealed that they felt that these children, and they too, would be in trouble unless these behaviors were stopped! The ten-

sion releasing devices of Ricky, Henry, and others affected not only them but also the other children and their teacher. It was the role of the specialist to focus this concern toward finding acceptable outlets for children to use in the classroom and on the playground; toward providing meaningful creative experience that releases feeling in achievement; toward modifying expectancies that put stress and strain on children. The group discussion then turned to helping children become more relaxed so that they could live and learn together.

Release and Redirection

The child development resource person tried to help the interns understand that one of the early forms of children's expression of their feeling is through bodily activity—kicking, running, tumbling, and rolling. As they are learning to use language and other media to express feelings and needs, children have to use their muscles and bodies. The adult has also to remember that children's energy rate is so much faster than adults that provisions have to be made for more frequent bodily movement for them.

What opportunities could the interns provide in their classrooms and school environments for children to use their energy actively and assertively but not aggressively against each other?

Soon the question was being asked, "What can I try next week to help my children relax and live better with each other?"

As the discussion progressed the curriculum coordinators, the child development resource person, and the interns pooled their suggestions. Some of these suggestions summarized in question form were:

Do my classroom and school provide materials for physical release of tension through

hammering, nailing, pounding, punching?

Have I provided any soft, cuddly things for children to handle?

Is it possible for me to provide warm or cold water, finger paint, clay, or sand in which children may play?

Have I planned with the children how we use the materials we have?

Are there opportunities for children to have some rough and tumble play where they may tug and pull with bodily strength?

Are there any living, growing things—animals or plants—in my room which children may care for and watch or handle?

Can I help children begin to learn to use make-believe and play rather than phantasy, lying, and stealing? Can I help them learn laughter instead of a squeal?

Have I provided any place where a child can get away from the group and be alone when he feels the need for that?

Have I examined my use of time to see that children have the needed balance of rest and activity, of quiet and noise, of work and play?

Am I helping children to recognize and take care of their own bodily needs so that they can get water and go to the toilet when necessary?

Do I attempt to help the children set up their own rules for various activities?

How many times a day do I accept the feelings behind a child's words rather than the words?

Within the next weeks as the curriculum coordinators visited the interns in their teaching situations, they found ventures in finger painting, sand and water play, children's planning groups, planned quiet times, and puppet plays. Little places were being provided where children could be alone. Sixth-grade boys were making vigorous use of a punching bag. Pounding blocks were being used with two groups of younger children. Interns were working with children to help them take individual responsibility for deciding when they needed a drink of water or go to the restroom.

At the last meeting of the interns and specialists, the evaluation included these evidences of activities and curriculum experiences through which children were

relaxing and becoming aware of their own and other's needs.

Hugh had helped the group of fifth graders make the flower garden on their school ground. He had helped to make a western scene in a sand table by reading pictures. One day he said to the intern, "I like you so well, Mr. G., that I think I could learn to read for you."

One intern told about a slow reading group that wanted to know why they couldn't get up before the class and have a program like the others. She helped them select some poems for choral reading. They could risk succeeding together. James was in this group.

Seven-year-old Tommy's intern teacher had provided sticks for him to beat together when he felt mad with the other children and wanted to beat on them. He used the sticks so vigorously that one day he broke them and had to have new ones. Finally the day came when he gave the sticks back to the intern and said, "I don't need those any more."

"Lately I have noticed that our room is quite different from what it was those first few weeks. Of course, my outlook has changed too, and maybe I am just looking at the situation with an entirely different view. Now the children talk more among themselves and to the teacher. They have learned to evaluate their actions and to know what is wrong when the talking gets too loud," was the evaluation of a girl of her own progress as well as that of the children.

One intern said, "My boys and girls are learning how to plan and cooperate in both study and play. They realize that all learning is not found just in textbooks. They show more affection in response to affection we have given them."

These interns are learning to like children and to accept them. They are learning to do the things the public schools and the parents want them to do for their children. They have discovered and tested some ways to help children relax and live better with each other. Surely they are fulfilling a faith their coordinators hold in action research—in "old timers" and "newtimers" finding a way together through cooperative attack on a current problem.

Come on, Vacation—Let's Travel

Two veteran trip takers—Hazel Olson, assistant professor, rural education, and Frances Ready, assistant professor, nursery-kindergarten education, University of Wyoming, Laramie—show how various people plan vacation trips to fit their needs.

THE CHARACTERS INCLUDE:

Mary and Sue—who have taken many trips together and are never in a hurry.

Dot—who likes to paint and has an eye for the beautiful along the way.

Carol—who likes big cities and knowing when and where she is going to be.

"Such weather! Sloppy underfoot and sloppy overhead," Sue grumbled as she and Mary came into the room where two of their friends were sitting around the fire. "These April snows just about get the best of my disposition—what's left of it after a long winter. I'm surely ready for a vacation."

"Aren't we all!" agreed Carol. "Right now I'd like to head South. Do you and Sue have your plans made for the summer?"

"We're thinking of Mexico. There'll be a month after summer school which should give us enough time to do the usual tourist places and poke about in some of the out-of-the-way spots."

"Oh, if you're thinking of Mexico let me introduce you to some friends of mine who went there last year. They love to talk about their trip, for they had such interesting adventures. They brought back some lovely things, too, which I know you would enjoy seeing."

"We'd like that," Mary said, as she sat down on the floor by Dot's chair. "We need lots of pointers."

"A trip like that should be a wonder-

ful chance for you to add to your collections. Dolls for Sue and more good slides for Mary," commented Dot. "Perhaps we could use them with our classes next year."

"I surely would like that," agreed Dot. "If I ever get to Mexico I'd like to have time enough to do some painting. Wouldn't it be fun to paint pictures of such a colorful place?"

"Probably would, if I could paint," laughed Carol. "But Dot, wouldn't that mean settling down in one spot and getting acquainted with the locale and the people?"

"Yes. Then I'd get the feeling of the place and have a more sympathetic understanding of it."

"I wonder how hiking is down there? Did your friends say anything about that, Carol?"

"No. I think you'd need to check on that locally. Hiking could prove interesting for there might be spots inaccessible by car. I've heard that sanitary conditions in some of those remote places aren't too good, so you might have to carry your food and drink along with you."

"Wouldn't it be fun to wander off the beaten path and take pictures of out-of-the-way villages where tourists seldom get?"

"Yes, it could be," Sue said thoughtfully. "We should look into that as a possibility. We'll need to find out about other things too, for we ought to know just what we must do to enter Mexico. We know shots are required, but we don't know what kinds or how far ahead it's necessary to get them. Are there any other things we should know about?"

Carol gave a poke to the fire before answering. "These friends of mine could probably give you some pointers about going through the customs. If I know you two, you'll come back with a carload of stuff. Sometimes the length of time you spend in a country determines the amount of merchandise you can bring out custom free. I got caught once so this is the voice of experience speaking. It pays to know the customs laws."

Carol added, "You know, if I went to Mexico, I'd want to be on the go most of the time. There'd be so much to see and do, I wouldn't want to stay put in any one spot very long. I'd probably want to spend each night in a different place."

"You probably would," emphatically agreed Dot, "and you'd probably wear everyone else out with your running around. That makes me think of another problem—that of reservations. Would it be necessary to make them ahead or could you just trust to luck?"

"I always get my reservations ahead of time," Carol answered. "I like to know where I'm going to be each night and be assured of a place to stay. I don't like uncertainty in my travel. I figure out how much driving I want to do each day and plan my stops accordingly. That way I can leave a fairly accurate itinerary, so the folks can get in touch with me if necessary and forward any important mail."

"I suppose that's the way to do it, Carol," Mary concurred, "but Sue and I don't like to be that definite about things. We plan after a fashion, mapping out a general route, giving a few mailing spots with approximate dates, but it seems to us things are always bobbing up which we want to do and which take more time than our schedule would permit. Remember the trip we took through western Colorado, Sue? We'd never have gotten

to dress up in those miners' hats with the torches on the front and ride in the ore cars back into that gold mine if we'd had a deadline to meet in order to keep our reservation. We'd probably never have known what it felt like to jerk along that uphill twisting track in pitch darkness with water dripping on us. It gave us an eerie feeling to know we were two miles back in a mountain and 1800 feet under the ground. Believe me, I'll appreciate a miner's work more now.

"Reservations don't bother us too much," said Mary. "The group we go with always put sleeping bags in the car and if worst comes to worst we can sleep in the car or camp out. We don't mind roughing it sometimes. Occasionally it's lots of fun and adds spice to our trip. I'll never forget the time we were camping out in the Tetons and a bear decided he wanted our steaks."

"I remember when you came back with that yarn. But personally that's the last kind of a vacation I'd want," Carol shuddered. "Give me the cities with their bright lights and crowds. The big stores and wonderful displays are thrilling. I can spend hours in the gift shops and of course it's fun to roam through bookstores. That's where I can ride my hobby. The drive of a big city with its crowds of people hurrying to get places always stimulates me. There's never enough time to take in all the plays and entertainments that I'd like."

"I like cities too, Carol," confessed Dot. "It's fascinating to go into the foreign quarters, browse in their shops, and eat in their restaurants. I like to wander around in the museums and art galleries, while the churches with their beautiful architecture and lovely stained glass have all kinds of appeal. I often go in them just for rest and relaxation."

"Mary and I feel that a good way to

see the sights of a city for the first time is to take some of the conducted tours. They're fairly expensive, but do give a quick overall of the points of interest in a minimum of time. Another thing we do as soon as we get to a place is to buy a newspaper and ferret out the events to take in. Then we budget time and money."

"Those are both good ideas" put in Dot. "I think the pamphlets put out by the Chamber of Commerce are helpful, too, especially the weekly ones listing special events. On our trip to Santa Fe we'd have missed the dances at the pueblos on San Antonio Day if we hadn't picked up one of those folders. And we'd never have made the trip to Cordova if we hadn't been interested in the wood carvers we had read about. I'm still disgusted that we let the road there scare us out of going on to Truchas. But perhaps that can be another trip. I always enjoy leaving a place with the feeling I'd like to return."

"Right now all these vacation ideas sound so strenuous!" Dot complained. "I've reached low ebb and all I can think of is how wonderful it would be to get away from people for awhile and be where there's peace and quiet. From what I hear of Monument Valley it would fit the bill. A couple of weeks in that spot would be just what I need. I understand there is a ranch that takes guests. There I could sleep and rest as much and as long as I like. There aren't many roads into the valley yet so there are few tourists, but I understand a network is being developed. Anyone interested in Indians had better go along with me for it's the home of the Navaho. I'll guarantee a restful vacation. I've heard it's a mecca for picture takers, Mary, so you'd better come along and get some shots before the place becomes too civilized. Mexico could wait."

"You should come back really rested from a vacation like that. One of the nicest, most restful vacations I ever had was one year when I stayed right at home," Carol reminisced. "I decided, since I couldn't go away, that I'd do my hometown and its vicinity. I went to many of the places I had heard about, but had never gotten to. I read up on the town and surrounding country, then went through factories and business places, explored parks and museums, took in softball games and became quite a fan. I attended many of the special events and hunted up new and different eating places. I made short trips to nearby towns and places of interest. I even carried on a "Know Your Neighbors" campaign. It was surprising how many of us found we had some common interest. I did a lot of reading that summer too, for I laid out a reading plan for myself. There had been a number of books I had wanted to read but hadn't found the time. I checked travel books and magazines out of the library and went on many vicarious trips and cruises. It was an interesting vacation and a most inexpensive one. I wouldn't want to do it every year but it was fun doing it once."

"Reading is a good thing to do even for real trips," spoke up Mary.

"One of the nice things about a trip," Sue put in quietly, "is planning for it. I get a tingle everytime I see a map. The minute we get out the atlas to begin planning I start getting excited. We always get one of the oil companies or automobile clubs to route us and as soon as that set of maps comes, both Mary and I pour over them. Then we begin to figure ways and means. We like to estimate costs for we want to work in as many things as our budget will allow. Those tourist aids always contain so much valuable and interesting informa-

tion. Their tips about roads and accommodations are most helpful."

"They are," approved Dot. "I agree with you about planning a trip, but don't forget the memories. Just think how many times tonight we've referred to trips we've taken. Sometimes I think trips are even nicer in retrospect than in reality."

"To me," said Mary, "trips are fun because they can be personalized. If each of us were planning a trip to Mexico we'd go about it in our own way. We'd each plan differently, we'd each stress the things we were interested in, and we'd

come back with different experiences."

"That's true," agreed Carol, "we would, for we all like such different things. What I enjoy most about trips is seeing different parts of the country, the different ways people live, and the customs they've built up. I think I'm more tolerant and understanding—more sympathetic because of my travels. Besides enjoying trips for their own sake, I think they change me."

"We are all right," Sue declared. "Trips are fun—fun to plan, fun to take, and fun to remember. Come on vacation!"

Hobbies Extend Horizons, Too

By BESS GOODYKOONTZ

Hobbies develop resources of unsuspected talent, friendships, insights, health and strength, and are lots of fun. An account of many kinds of hobbies and how to begin is given by Bess Goodykoontz, assistant director for program coordination, U. S. Office of Education, Washington, D. C.

A STUDENT RECENTLY WROTE THIS FOR her high school newspaper:

"Do you sometimes wonder what teachers are like outside of school? When a gym teacher leaves school, does she hurry home to do some calisthenics? Does a biology teacher rush out to catch frogs in his spare time, or a math teacher spend his leisure solving equations? Of course not. Mrs. W., the gym teacher, belongs to the Garden Club, uses her spare time in the hobby of flower arrangement. She has won many ribbons and prizes. Mrs. L., the biology teacher, and Mr. K., the math teacher, are absorbed in flower gardens, working their green thumbs. Mrs. B., the English

teacher, loves cats and devotes her leisure to them—owning five. Miss M., the art teacher, has two parakeets, both talk. . . ."

Each of us can draw on our experience for other illustrations of the hobbies of teachers we have known. There's the teacher who collects mountains, for instance. She lives in a furnished room, away from her own home during the school year. There's not much room to collect tangible things. And besides she can't afford much ownership at this stage. But she loves the mountains, likes to camp there with the peaks towering above her, and when she can, to climb them. Then they're hers. Already she has made quite a collection, and she's looking forward to wider fields and higher goals as soon as she can stretch her vacation funds over a trip to the West.

Another collector I know collects houses. She has visited again and again the lovely restored houses in Williamsburg; knows the famous old houses of Charleston; visited the Natchez homes,

typical of comfortable Victorian life in a river port; Mount Vernon, Lee Mansion, The Hermitage, the Barbara Frietchie House in Frederick, and many others. She can't own a house just yet, but she can visit many which have historical and artistic interest, not merely as a sight-seer, but going back time and again, to feel a proprietary interest in them, in the people they sheltered, in the ways of living they portray. Of course she has their pictures, too.

Then there is the health teacher whose friend sent her a beautiful silken shoe from China—short, stubby, toes squeezed and heel pinched up high. She showed it to children when they talked about sturdy feet and how to buy shoes. Then someone brought her a Dutch wooden shoe. Someone else, remembering, sent a bronze stirrup shoe from Argentina. And so the collection began, and grew, and its use and interest spread far.

The Collectors

Apparently, for many persons collecting is the most satisfying of hobbies. One collects stamps, and keeps up with his sixth graders; another collects first editions of the prize books for children announced annually; another seeks out textiles showing handwork in each country or region she visits; someone who has a special interest in the improvement of report cards browses in shops and book-stalls for their forerunners—the decorative rewards of merit. To them the fun of collecting is more in the finding than in the having. Their hobbies can cost little or much, can use little or much time. And wherever they go, they find kindred souls also intent on the trail.

The Finder-Outers

Another sort of hobbyist is the person who gets curious about something, finds out all about it, and keeps digging deeper

and deeper until he and his hobby are almost synonymous in the eyes of his friends. I heard about such a person, a teacher of mechanical drawing, whose special interest outside of school was new buildings. Let him hear that Mr. Blanding's dream-house was taking shape, or the rafters of Sunnyside Garden Apartments were in the air, and he was out there with his slide-rule and notebook. He liked to study the design, see how space was utilized, what new built-in features were added.

Then came the day when the planners of a core course for seniors in home and family life discovered he had the third period free. That just fitted in with the schedule. But what could he teach about home and family living? Obviously, everyone thought, mechanical drawing had nothing to do with that. Then someone remembered his hobby, and the outcome was the most popular section of the whole core course—how to get the most for your money in a room, an apartment, or a house.

The Doers

Then there are the doers. Do you know someone who always has the finest chrysanthemums; or keeps every other Tuesday to sing with a choral group; or repairs antique furniture; or belongs to a Little Theater group; or writes poems; or designs and finishes fine wooden articles; or spends Saturday mornings at the golf course? Someone sees a ballet, and says, "I could do that." Another comes across an exhibit of pottery and says, "It would be fun to make something with my own hands." Someone else admires the camera club's prize awards and says, "Is it so hard?" And so hobbies are born.

Service activities and causes engage the interest and capacities of others of us. Some teachers like to know children

in other than school situations, so teach a Sunday school class, or serve as leaders of scout groups. Others want to exercise adult interests outside school hours, so choose to work with community groups with a host of purposes to achieve.

Why Have Hobbies?

Well, this is enough to show, perhaps, that no one could name all the hobbies which people choose, and to which they give their time and resources and devotion. From them in turn they develop resources of unsuspected talent, friendships, insights, health and strength and lots of fun. Some people think that a person with a hobby is better-balanced than one without. I knew a teachers college president once who wouldn't employ a new instructor who didn't have at least one hobby. He said they were too intense, expected too much of students, couldn't have fun, probably didn't like people, would likely get sick. An old grouch, I thought him at the time. But the mental hygienists seem to think he was ahead of his time.

How Do Hobbies Start?

So how do hobbies start? We've seen how some get their start, with persons who have more than the usual amount of curiosity about something, or who have one of something they enjoy and go out to hunt for more to make a collection, or who try something new and find they like it so well they really begin to work at it. But I'd like to say a word for the persons who haven't a hobby, or haven't enough, or don't like what they have, and will consciously go about getting some. To those persons, may a hobby fan offer some suggestions:

▼ Pick a hobby that's "out of character" for you, one that opens up some of the closed rooms in your life. That is, if you've never gone fishing, or sung in the

choir, or seen a national park, or read a play, or hunted wildflowers, or belonged to a citizens' association, maybe now is the time. Could be you have a real thrill in store.

▼ Pick one anyway, even if none of them sounds fascinating. A taste for hobbies sometimes has to be cultivated. Suppose you say to yourself, "I'm going to start cutting out all the cartoons I see about teachers." After a while the newspapers won't be enough for you; you'll browse through magazines, too. Your friends will learn about it, and you'll begin to get donations. Pretty soon someone at your house will fuss about all those scraps of paper, and you'll have to get scrapbooks for them. That will be fun, because by sorting through them you'll see what the public thinks is funny about us. Maybe you'll begin to think the cartoons aren't so good—you could do better yourself if you knew how to draw. Maybe at the "Y" there'd be some classes—See? Just pick one! You'll be surprised where it will take you.

▼ Pick a hobby that brings new associations. There are lots of nice people besides teachers. And maybe they would enjoy knowing teachers as people.

▼ Pick a hobby that doesn't have to last forever. Don't get to thinking of this choice as a crucial matter. Maybe next year it won't be so much fun. Maybe you'll outgrow it. But like a becoming and much-loved hat, it doesn't have to hold first place forever. It's done its part to make life richer.

▼ Pick a hobby that *may* last, on into the years of leisure. This sounds illogical, as hobbies frequently are. But for many persons retirement from teaching is a dismal, lonely affair. All the busyness they are used to, stops. There is time now, at last, for all those other

things which have seemed so alluring. Is there strength, too? And income? And other persons with leisure? Hobbies already started, which have never yet

had time enough, can now bridge the change to this new leisure and make it that rich and satisfying experience we all hope for.

Adventure into Summer School

By LUCILE LINDBERG

Summer school need not be a dreary extension of a weary year but an opportunity to learn new skills, improve working relationships, gain perspective, and to seek the unusual. Lucile Lindberg, lecturer in education, Queens College, Flushing, New York, tells how to plan and find experiences which bring a fresh lease on life.

SUMMER IS THE TIME FOR EXCITING, interesting experiences. The tempo of living changes a bit and routines of the school year are broken. Each summer many of us attend school. Our feelings concerning it will depend largely on the manner in which we plan for it. We can matter-of-factly arrange to go to the nearest summer-session extension or we can, by being alert in our search for intriguing offerings in unusual places, get from our summer courses the kinds of experiences which make it possible for us to go back to our classrooms with an abundance of new ideas and almost new personalities.

Whether we originally make the decision to go to school because we must have the credit or because we feel a need to increase our skill in working with children, courses can be both an adventure into unexplored realms and a means of giving familiar areas new life. Personal and professional goals need not be in opposition to each other; in fact, they

should be complements. If we develop our own personalities, children will profit from our broadened interests. If, on the other hand, we improve our ways of working with children, our own personalities become more dynamic.

Let us explore some of the possible approaches that those who are adventure-bound may take in surveying the field of summer offerings.

Learning Exciting New Skills

The learning of a new skill may give us an opportunity—

- to work with people who, while they have never taken an education course, can tell us about strange happenings in faraway places;
- to get new insights into children's frustrations, as we experience frustration at our own level;
- to take some "know-how" back to children who are clamoring for it. Why not try our wings in a new area?

Speaking of wings, we really could fly, figuratively and literally. Flying lessons are expensive but they are well worth the time and money. Or we can build radios. We get college credit as we tinker with a soldering iron to perfect our two- or three-tube creations.

Piano, violin, modern dance—all of these are available. Dramatics and radio

script writing open doors for many. Then there are courses in stagecraft where we can actually design scenery and build props. Golf, fencing, or horseback riding may be just what is needed to put snap into an otherwise drab schedule. We can dabble extensively in many media if we take a general crafts course or sign up for pottery or weaving and work intensively on one skill.

Suppose that, having recently acquired a new house or apartment, our chief interest is in furnishing it. Interior decoration is the course we take so that we can get credit while we proceed with our new interest. Costume design probably isn't directly related to our teaching, but it can give us new ideas in color and line and lift our spirits as we work at it.

Improving Working Relationships

Since we realize that satisfaction in teaching is contingent on good working relationships with children, laymen, and fellow workers, we may want to work directly on ways of improving these relationships. Many colleges have set up workshops to help us do exactly that. Whatever the label, Workshop in Human Relations, Workshop in Intercultural Relations, or just Workshop in Elementary Education, most of them have as their central purpose helping people work together on their problems. Thus, the processes which make it possible to participate in group living of a high quality are a major consideration.

Another way to improve our skills in human relationships is to live with people in an environment quite different from that in which we teach. Even if the courses we must take are quite fixed, we are left free to decide for ourselves where they will be taken. If we live in the North, we may go to the South; a New York City teacher could try one of the

Great Plains universities; an inlander may learn to live at the seashore.

Once situated for the summer in a strange (to us) part of the country, we are careful not to undertake too full a schedule of work. We leave time to get acquainted with the tradespeople and with the teachers of the region who are attending school. We join them in week-ends of exploring—a camping trip, a hike up the mountain, a trip to a farm, a ride to the top of a skyscraper, meals in foreign restaurants. We learn to work together as we plan for such experiences.

Gaining Perspective

If the curriculum committee is throwing around sixty-four dollar words we don't understand or if we have been placed on a committee which is to make recommendations for program changes, we can use the summer to build background. School districts sometimes send teams of teachers to work together on an important project.

We don't always choose a course or area we wish to study—we may choose according to instructor, instead. We may be much impressed by the ideas certain educators have either written or lectured about. Often these educators are teaching in summer school. This gives us an opportunity to work directly with them as we attempt to implement and build on their ideas.

We have a chance to do some of the professional reading, that is so likely to be shoved aside during our busy winter months, as a part of the courses we take.

Affairs of nation and world, too, move rapidly—so rapidly that many of us feel hopelessly illiterate in this area. There are courses designed to bring us up-to-date. A study of Foreign Policy or United Nations or the history and literature of some of the places that are making so much news right now—the Near

East, India, Russia, or China—will broaden our knowledge.

Seeking the Unusual

If we feel ourselves settling deep into some rut, then let's kick our heels up a bit this summer and do something so completely different that we shock everyone, including ourselves.

A course in grooming could give us a more positive approach to life. A mountain folk school where we can learn to weave on hand looms or to pound out pewter dishes gives us a chance to start a new hobby and meet interesting people. Some colleges conduct out-of-door camps where we can study such things as surveying or metallurgy.

We can get credit for touring Europe, South America, or Africa if we sign up for such a course. Or if we don't wish to stray that far, some courses will lead us to Mexico or Guatemala. Those would be good places to brush up on our Spanish, too. And why not study the Chinese language—we might get some amazing insights that way, besides having heaps of fun. Some superintendents will be intrigued by our ingenuity and the breadth of our interest and willingly grant us credit, even though the work does not seem to be directly connected with our teaching.

Study in one of the artist's colonies of the Southwest or a writer's group in New England is something to consider if we yearn to work seriously in one of these areas.

If we live alone during the year we seek dormitory life during the summer. It is amazing how ideas and fun emerge when we live in groups.

Students from foreign lands are another resource we should enjoy. Taking a good friend from abroad home with us in August is sure to be a rewarding experience both for us and for the visitor.

How Locate These Experiences?

There are many ways of getting ideas for adventures into summer school. Some that come to mind are:

- Notices, announcements, and bulletins are received daily in your superintendent's office. Ask him to save information for you.
- The NEA has lists of workshops and travel courses. They will gladly send you helpful material. Address—1201 Sixteenth St., NW, Washington 6, D. C.
- Decide on the section of the country where you would like to go, then write to the college, the State Department of Education, and Chambers of Commerce for information.
- College catalogs of last year give suggestions when the new ones are not yet ready. When you visit your alma mater for spring alumni meetings, take time to look through their collection of catalogs.
- Be alert. Hints are lurking everywhere as you read newspapers and magazines, both popular and professional.
- Take time during a summer trip to investigate professional resources along your route.
- Talk to other teachers while you are attending professional meetings. You'll get ideas and they may get interested.
- Talk to foreign students. They can tell of opportunities in faraway places.

Plan carefully, but resolve ahead of time that you'll depart from your plan very often, otherwise how can you take advantage of the exciting opportunities which arise whenever we are farsighted enough to recognize them as such? Planning is half the fun. Why not have a party announcing your summer plans? You'll get loads of suggestions. Good luck in your ventures!

The Complaint of Opposites



Opposites—
Are amusing;
Once, were
Very confusing.

Listen to me,
I know them well;
Watch my hands
So you can tell.

There is far,
Here is near;
Point with me
And have no fear.

Down is low,
Up is high;
Let us try
To touch the sky.



Big is tall,
Little—small;
Measure yourself
Against the wall.

Thin is narrow,
Fat is wide;
Fat or thin
You must decide.

Few is less,
Many—more;
Fingers show
5's more than 4.

Over—above
Under—below;
These to you
I can show.

Far and near;
High and low;
Are the things
You should know.

Narrow—wide,
Small or tall;
Will you do them
As I call?

Over—under
More or less;
Are now easy
You must confess.

Do them my way
And then see;
You will know them
1, 2, 3.



—RUTH LEON

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Photos by Edward M. Allen, Washington, D. C.

At a warehouse party guests examine materials which are assembled for packing the twenty-six boxes.

Education Materials Sent to Other Countries

AS THIS ISSUE OF CHILDHOOD EDUCATION goes to print, 26 boxes of books and materials that contribute to good learning experiences for children in the elementary school are on their way to 22 centers of the Middle, Near, and Far East and to two countries in Europe. Again the Association for Childhood Education International has had the privilege of assembling educational materials for countries abroad at the request of the De-

partment of State of the United States Government.

In February 1951, 20 boxes were sent to the U. S. Education Service Centers in Germany and are now being used in developing improved practices in the education of children 2 to 7 years of age. The materials going to the Middle, Near, and Far East will be used in the United States Information Centers

by those concerned with the development of children 7 to 12 years of age. Funds for financing both projects were supplied by the Department of State as part of its international information and educational exchange program.

The educational materials just assembled will go to Burma, Ceylon, Egypt, Formosa, Hong Kong, India, Indochina, Indonesia, Iran, Iraq, Korea, Malaya, Morocco, Pakistan, Philippines, Syria, Thailand, Turkey, Italy and Spain. Though people in various countries differ in customs, children throughout the world are alike in many ways. They have needs and interests; they work and play; they learn through their experiences. The equipment sent for children, the books for children and for teachers, are samples of what are used in elementary schools in the United States. One hundred twenty-four photographs show children in these schools having challenging experiences with like materials. These photographs attractively mounted will be used

in educational exhibits and as study materials.

Mildred Thurston, of the Laboratory School of the University of Chicago, directed the project. She spent the months of April, May and June 1951 at the Association headquarters in Washington, D. C., planning and organizing the work. Margaret F. Stone of Washington, D. C., was the assistant director. An advisory committee of specialists in elementary education worked closely with Miss Thurston and Mrs. Stone. Members of the committee were Nellie Cook, Bethesda, Md.; Dorothy Farra, West Chester, Pa.; Mamie Heinz, Washington, D. C.; Laura Hooper, Philadelphia, Pa.; Warren Seyfert, Chicago.

The bulletin *Helping Children Live and Learn* was written as a guide to the use of the selected materials. This bulletin provides information by which parents and teachers may understand child growth during the elementary school years, evaluate present practices, and encourage worthwhile experiences. It

Each box contains one set of pictures illustrating a variety of good learning experiences of children in the elementary schools.



gives characteristics of good learning experiences, anecdotal accounts of experiences, lists of materials and equipment, and a bibliography of books for children and teachers. Forty pictures in the bulletin illustrate good learning experiences of children and materials that contribute to such experiences. The United States edition has been used by ACEI as the February membership service bulletin. Others may secure the bulletin from the Association for Childhood Education International, price \$1.25.

Besides books, magazines, and pamphlets for children and for teachers, the boxes contain equipment such as art materials, tools, maps, globes, science kits, musical instruments, and educational play equipment. All the materials were chosen because of their contribution to good learning experiences for children.

The one hundred twenty-four photographs arranged in picture sequences with simple

legends show a variety of good learning experiences which children are having in elementary schools in the United States. These are grouped in the following sequences: Opportunities for Children, Experiences in Harmony with the Child's Growth and Ability, Freedom within the Limits of a Learning Experience, Importance of the Learning Situation to the Learner, Provision for Varied and Challenging Activities, Different Ways of Doing the Same Thing, Constructive Interaction, Living the Part in a Good Learning Experience, Appraising One's Achievement, Atmosphere Conducive to Development, and Opportunities Provided.

In the preparation and collection of these materials the Association has had the opportunity to evaluate practices and materials now being used in good education for children. The results of the study will be as helpful in the United States as in other countries.—*MAMIE HEINZ, associate secretary, Association for Childhood Education International.*

Books, art materials, and other educational equipment play an important part in an individual's life.



Over the Editor's Desk

The Way One Supervisor Does It

Time." We would like to share this story.

"All during a good long talking time and the group reading, one little boy sat with his hands carefully cupped together. He gave attention, he contributed, but the mischievous gleam in his eyes made you feel that when the right moment came something was going to happen!

"After the reading class was over the teacher said, 'Would you like to say your favorite poem for our visitor?' The assent was immediate and unanimous. Before they could even get started on the first line of 'The Turtle'—the little boy gleefully opened up his hands and out wiggled the tiniest and fastest moving turtle imaginable. Everyone, teacher and observer included, had a really good laugh and then the children said their poem about 'the little turtle who climbed on the rocks' with real gusto!"

Responsibility in the Nursery School

The December issue had the article "Everything's Under Control" which told how 9 and 10 year old children learned responsibility toward the group. Blanche Ludlum, nursery school teacher UCLA, and Executive Board vice-president, writes of her reaction to the article:

"I was reminded of a teachers' meeting I attended not long ago. I had told the four-year-olds that I was not going to be there when they awakened from their naps. However, another teacher whom they knew would be with them and would stay until their mothers came to take them home. Nancy said, 'We'll help you. You had better lie down and rest so you won't be tired for the meeting. Will you tell the people that your dear little children said you could go to the meeting because they helped you?' They really did help by getting through dinner, toilet routine, and into bed with a minimum of adult assistance, and a maximum of good humor."

Heard at Boston

The Wheelock College ACE co-operated with the Association in maintaining a booth during the ASCD conference in Boston. The second day

a man came by and seemed to be grumbling about CHILDHOOD EDUCATION. Shocked, the girl asked him to repeat. It seems that he had come by the day before and had been given a copy. He decided to look it over before going to sleep but he had found such interesting material that he read it all before turning out the light.

While we are happy to have someone else discover CHILDHOOD EDUCATION we make no claims to causing or curing insomnia!

Fingerprinting With Ingenuity

Jennie Wahlert spent several months in Germany as an educational consultant. She returned to the states in January. An earlier letter gives an account of fingerpainting which has ideas for many of us:

"This same group had fun fingerpainting. There isn't a bit of glossy paper to be had in the paper stores in the large cities of Wiesbaden, Frankfurt, or Kassel. I thought first of writing to some of you to send shelf paper from the 5 and 10, but after all if children are to have this experience we must use what we have—magazine's shiny paper! Just the thing—the print makes a background and the picture fun to look at while we get under way. Then came the material for fingerpainting—soap flakes, starch, talcum. These we buy at three different stores—no "supers" here except the US Kommissar. Again our thanks to ACE for the cans of powdered paint. With the use of Miss Schwartz' kitchen the fingerpaintings get made. We will make Christmas cards of our works of art for 'Mutti' and 'Vati'."

News from Finland

Christmas greetings from Tellervo Keinanen, Mantytie 11, Helsinki, Finland, contained this message which we want to share.

"I'm working in Jyväskylä city in Middle Finland as a director of a program for teacher education on graduate level. I have 18 students who have their practical supervision and experience at four nursery schools in Jyväskylä graduate teachers college. When the class is so small that the number of teachers is greater than that of the students, you guess that this job of mine can be one of the most creative and giving—just after U.S. studies."

NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Southern State College Association for Childhood Education, Magnolia, Arkansas
Harnett County Association for Childhood Education, North Carolina

Julia Stanley Bothwell

Julia Stanley Bothwell, a retired supervisor of kindergartens in the public schools of Cincinnati, Ohio, died in August 1951. One of her outstanding accomplishments was the development of mothers' clubs in the kindergartens. The Cincinnati Council of Parents and Teachers is an outgrowth of these clubs.

Continuous service as a member of the faculty of the Cincinnati Kindergarten Training School offered her the opportunity to strengthen relationships between kindergarten students and teachers-in-service. A program of friendly visits in the homes by kindergarten teachers offered opportunities for continuous growth and understanding of modern methods and practices.

As president of the Cincinnati Kindergarten Alumnae Association and of the Cincinnati ACE, she gave leadership that stimulated and challenged the professional interests of the members. Miss Bothwell was a life member of ACEI.

Her thoroughness, honesty, integrity, and spiritual influence have left a lasting memorial in the hearts of those who knew her.

Bertha M. Barwis

Bertha M. Barwis passed away on February 15, 1952, at the home of her niece in Lawrenceville, New Jersey. Miss Barwis, a former supervisor of the kindergarten and primary grades of the Trenton, New Jersey, public schools, retired in 1935.

She was a graduate of the State Normal School and of Columbia University. From 1926-1928 she served as corresponding secretary and treasurer of the International Kindergarten Union, now the Association for Childhood Education International. Miss Barwis was an active member of the Trenton ACE and a life member of ACEI. Many

remember her for her deep interest in children and her eager participation in the work of the group.

ACEI Bulletin—1952 Edition

The 1952 annual edition of *Children's Books for Eighty-five Cents or Less* appeared in February. This edition of low priced children's books was prepared by Beatrice Davis Hurley of New York University. The books chosen for listing are acceptable in content, approach, form, and illustration. The eight hundred titles are grouped under such headings as: About Animals, Classics, Science, Stories of Other Lands, and Verses.

This bulletin, helpful to parents and teachers, includes a title index and a publishers' index. Order from the Association for Childhood Education International, 1200 Fifteenth Street, N. W., Washington 5, D. C. Pp. 51. 50¢.

ACEI Memorial Endowment Fund

The Cincinnati Kindergarten Alumnae Association recently contributed the sum of \$200 to the ACEI Memorial Endowment Fund. This gift is in memory of Lillian Stone and Julia Bothwell, both leaders in the development of early childhood education in Cincinnati. Accompanying the gift were sketches of the lives of Miss Stone and Miss Bothwell. These will be entered in the ACEI Book of Remembrance.

Director of Merrill-Palmer School

Pauline Park Wilson Knapp, formerly of the University of Georgia at Athens, has been appointed director of the Merrill-Palmer School, Detroit, Michigan. Mrs. Knapp assumed her new duties on February 1, 1952.

National Committee for Childhood Education

At a meeting held in New York City at Hunter College at the time of the UNESCO Conference in January 1952, the U. S. National Committee for Childhood Education was formed. A group of approximately fifty persons participated in the establishment of this new committee.

In recent years interest has increased greatly in the education of young children, both in our country and in other countries. The World Organization for Early Childhood

Education, an international agency having consultant status with UNESCO and having headquarters in Paris, held an organizational meeting in 1948. This organization, known as OMEP has sought the cooperation of individuals and organizations in the United States.

The new U. S. Committee, with an invited membership limited to one hundred, will attempt to cooperate with the U. S. National Commission for UNESCO and the World Organization for Early Childhood Education. One of the immediate responsibilities will be to plan for U. S. representation at the 1952 meeting of the World Organization for Early Childhood Education. This Conference will be held in Mexico City, August 11-17, 1952.

Officers of the new committee are:

Chairman: Bess Goodykoontz, Office of Education, FSA, Washington, D. C.

Secretary: Mamie W. Heinz, Association for Childhood Education International, Washington, D. C.

Treasurer: Abigail Eliot, Nursery Training School of Boston, Massachusetts

School Kindergartens in Berlin

Five school kindergartens have been established in American Sector boroughs of Zehlendorf, Schoeneberg, and Neukoelln; one in Charlottenburg, British Sector; one in Wedding, French Sector.

Making kindergartens part of the regular school program represents progressive thinking on the part of those Berlin leaders concerned with the young child in the educational program.

An immediate, and perhaps the most important, force in the establishment of kindergartens as the first step in the regular educational ladder was the work of the American visiting specialist, Christine Heinig. From mid-July to mid-September, Miss Heinig, associate in childhood education, American Association of University Women, organized and conducted four separate workshop-seminars for kindergarten and primary grade teachers. The interest and enthusiasm aroused by these seminars provided the impetus for successfully realizing the U. S. sponsored plan to establish school kindergartens.

With childhood education materials from an exhibit which had been on display at the education service center as the principal teach-

ing aids, the workshop-seminars were aimed at four separate target groups: kindergarten teachers; instructors in kindergarten training colleges; primary teachers and heads of schools; and parents. The materials had been prepared, with State Department aid, by the Association for Childhood Education International.

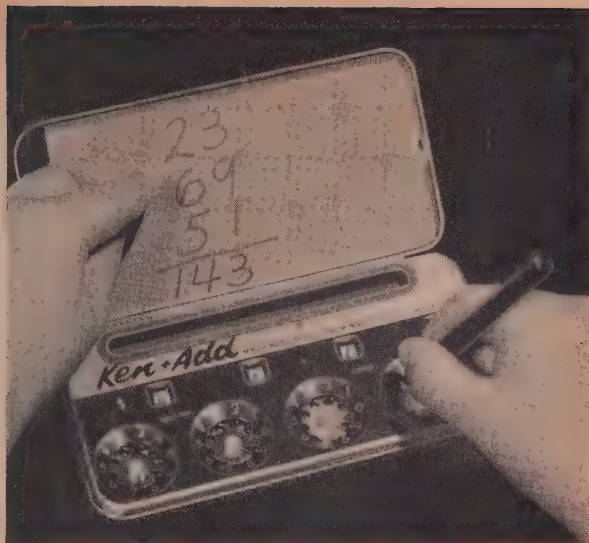
These workshop-seminars were attended by about 100 persons, no session having more than 40 students. Participating in these workshop-seminars were 18 kindergarten and 4 elementary school teachers. Each session was divided into activity, discussion, lecture, and seeing educational films. Perhaps the most important phase of the workshops was the actual handling of the ACEI educational materials by the kindergarten teachers. Seeing children using the blocks, easel, and table excited the teachers' interest immediately. Some teachers ordered copies of the books; others borrowed books to use with children; and carpenters and representatives of equipment firms sketched the materials.

Another valuable aid was a German translation of a guide that accompanied the ACEI materials. This translation had been made by Elfriede Ketzner, of Wiesbaden, as "an evidence of her appreciation of what was done for her on her trip to the U. S."

Following the series of workshop-seminars the city school authorities agreed to go ahead with most of the U. S. sponsored plan of school kindergartens. The enthusiasm and interest developed in the teachers, parents, and school authorities during the workshops was a major factor in effecting this change of attitude.

Final assurance that the city authorities would follow through with the establishment and upkeep of the five school kindergartens was given at a meeting in the Hauptschulamt on September 11. Present at this meeting were Mildred English, acting chief of HICOG Education Branch; Harry B. Wyman, Berlin Element; Christine Heinig, on the American side; German officials included two school commissioners and the city finance minister. It was announced at this meeting that the city finance and budget office had approved the necessary expenditure for reconditioning the buildings where the kindergartens would be placed.

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Books for Children . . .

Editor, LELAND B. JACOBS

In biographies for children, the "great man on the pedestal" is quite rapidly being replaced by the "human being with a job to do." This change in focus does not take the greatness from the human who has done his job remarkably well. It does remove the artifice of the pedestal. Instead of looking up to a cold, verbal statue, the reader meets eye to eye a person worth knowing, and hears him talk and sees him react, and cherishes him for his courage, his wisdom, his humanity.

Yes, children's biography grows apace of the adult trend, is growing sturdily and well. Children's biography is attracting an audience of delighted readers. It deserves ample space in the child's library.

THE REAL BOOK ABOUT GEORGE WASHINGTON CARVER. *By Harold Coy. Illustrated by Elinore Blaisdell. New York: Garden City Books, 575 Madison Ave., 1951. Pp. 191. \$1.25.* Harold Coy traces the inspiring poignancy of a man who has helped to make America a better place in which to live. He shows Carver as a shy, sickly child in slavery and as a prominent, capable scientist. He shows that, obscure or eminent, George Washington Carver with quiet persistence pushed ahead in his life's work. Here is dramatic biographical material for readers in the later-elementary grades.

True to the life of Carver, the author has told his story with a simple forthrightness that is appropriate. As an introduction to what this honored American has contributed scientifically and humanely to the world, Coy's book will be an enjoyable reading experience. Teachers and parents will find that it "reads aloud" well, too.

THE PANAMA CANAL. *By Bob Considine. Illustrated by Fritz Kredel. New York: Random House, 457 Madison Ave., 1951. Pp. 179. \$1.50.* The story of the Panama Canal is the story of the achievement of unknown men—seamen, engineers, workmen. It is also the story of courageous and capable leaders whom history has identified with the stupendous job of bringing this engineering feat into existence.

Considine has written his book so that the later-elementary grade child will comprehend that this is "multiple biography." To understand one man's contribution to the development of the Canal out of relationship to the others is unrealistic, the writer says in effect. He then proceeds to present De Lesseps, Theodore Roosevelt, Wallace, Stevens, Gorgas, Goethals, a distinguished and strange company indeed—a "team" that brought a dream to life.

Considine puts his reportorial abilities to good use in *The Panama Canal*. It is a highly readable book—panoramic in its total effect, yet filled with the types of specifics that provide a real sense of identification with the whole project. Kredel has effectively contributed to the enlightenment of the reader through his well-chosen and attractively executed illustrations.

PETER ZENGER, FIGHTER FOR FREEDOM. *By Tom Galt. Illustrated by Ralph Ray, Jr. New York: Thomas Y. Crowell Co., 432 Fourth Ave., 1951. Pp. 242. \$3.* Peter Zenger was a printer by trade and a patriot by choice. He owned his own press and used his newspaper, *The New York Weekly Journal*, to protest the governmental injustices by the representatives of the king. For this Zenger was brought to trial and won the first great decision for the freedom of the press in American life.

Tom Galt has fictionalized Zenger's life in moving fashion, has made of Zenger a symbol of the spirit of man seeking freedom to think independently in the New World setting. Galt has shown Zenger as a witty, alert, and persistent man who was willing to battle with his own particular weapon for his deep and abiding beliefs. Readers in the later-elementary grades will not miss the writer's deep respect for his subject. They may even be surprised that a story of a fighter who used words as weapons could make so impelling reading.

ANDREW JACKSON. *By Genevieve Foster. Illustrated by the author. New York: Charles Scribner's Sons, 597 Fifth Ave., 1951. Pp. 112. \$2.* Genevieve Foster is always honest with children. She believes in giving them as accurate and true a picture of a man's life as she can. This she has proved in two previous biographies of George Washington and Abraham Lincoln.

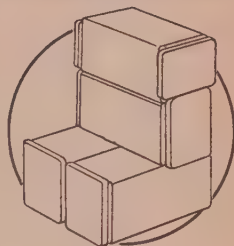
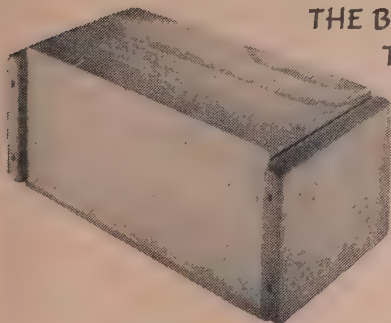
In this biography the young Andy Jackson

(Continued on page 378)

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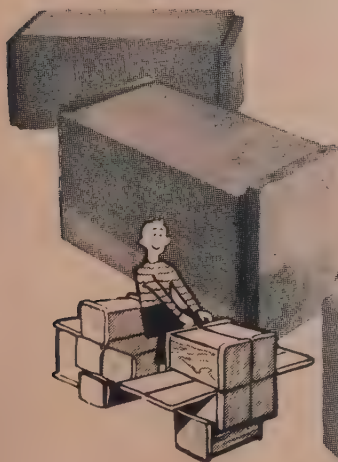
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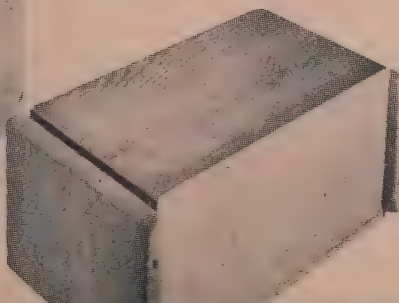
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MAKING SURE OF ARITHMETIC, 1952 Edition, by its emphasis on meaning, makes skills a means to an end—permanent power in using arithmetic in everyday living. Feats of memory in grade school are empty triumphs if the adult is unable to understand what cost factors must be figured in buying a house. For grades 1-8, with guides and workbooks which supplement the reteaching, planned practice, and realistic problem-solving program of the texts. By Morton, Gray, Springstun, and Schaaf.

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Books for Children . . .

(Continued from page 376)

is seen as an energetic, capable, willful boy who whoops and hollers and fights and studies with all the dynamics of his strong personality. Later the reader sees Andrew Jackson as family man, soldier, president, and loyal American. In this biography for children in the later-elementary grades, Andrew Jackson emerges as a warm-hearted man, a man of strong loyalties, a man worth getting close to.

The dramatic quality of Genevieve Foster's writing carries the reader swiftly on, not in highly emotionalized style certainly, but rather through the careful choice of incident and the deftness of fine writing which, with precision, catches and vivifies certain experiences that make Andrew Jackson an unforgettable personage in our history.

GEORGE WASHINGTON, LEADER OF THE PEOPLE. By Clara Ingram Judson. Illustrated by Robert Frankenberg. Chicago: Wilcox and Follett Co., 1255 S. Wabash, 1951. Pp. 224. \$3.50. There is always a place for another life story of one much written about if the writer selects, presents, and interprets his materials with freshness and vitality. This Clara Ingram Judson has attempted to do in her recent biography of Washington for ten- to twelve-year-olds. While the public life of the great American hero is not neglected, Mrs. Judson's most appealing contribution is her attention to the childhood and young manhood of Washington. She traces the influences that were at work early in his life. In picturing the early life of Washington, she also describes with a richness of detail the every-day-living of people in Virginia, which lends vividness to place as well as person. Knowing children as she does, Mrs. Judson includes delightful anecdotes that will charm young readers.

In spirit, this biography of Washington is an understanding book, written with regard for the truth of history. In illustration, it is somewhat too romantic. In general book-making, it is beautiful, with dignity well-suited to its subject matter.

AMERICA'S ROBERT E. LEE. By Henry Steele Commager. Illustrated by Lynd Ward. Boston: Houghton Mifflin Co., 2 Park St., 1951. Pp. 112. \$3. Robert E. Lee is undoubtedly one of America's best beloved

heroes, and Henry Steele Commager's biography for children continues in this tradition. In well-balanced proportion, one of America's most eminent historians pictures Lee as a man worth knowing, a man faced with great problems which he met with integrity. Commager will help his readers in the later-elementary grades know Lee better for having read about his family life, his personal career. They will be able to appraise better his astuteness and ability as a military leader. They will be able to visualize more perceptively and compassionately the battle scenes in which Lee participated. And, through Commager's splendid portrayal of Lee, children will also gain an insightful, quite impartial view of the larger implications of the war between the states.

Lynd Ward has contributed many magnificent and dramatic paintings for the inspiring text. The publishers, too, have seen to it that appropriately handsome bookmaking has been achieved to make this one of the most notable biographies for children to appear in recent years.

Editor's Note: Nicolas Mordvinoff has been awarded the Caldecott medal for the illustrating of *Finders Keepers* as the "most distinguished picture book for children in 1951."

The Newbery medal "for the most distinguished contribution to American literature for children" was presented to Eleanor Estes, author of *Ginger Pye*. (Reviewed in CHILDHOOD EDUCATION, December 1951.)

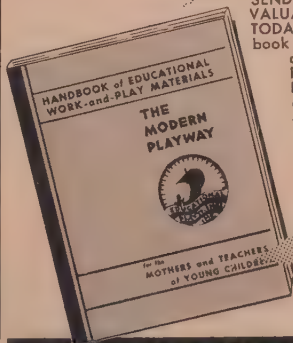
FINDERS KEEPERS. By William Lipkind and Nicholas Mordvinoff. New York: Harcourt, Brace and Co., 383 Madison Ave., 1951. Pp. 28. \$2. Nap and Winkle, two little dogs, both claimed the same bone. To settle the matter they decided that some impartial outsider should decide the rightful owner. Four unsatisfactory attempts to get help led them, unexpectedly, to a happy solution.

Will and Nicholas bring fresh talent to the field of picture books, as was so ably demonstrated in *The Two Reds*. The story uses the beast-tale pattern but is unhackneyed and originally conceived. The rapid action, the crispness of the conversation, and the delightful simplicity of the solution add up to fine story telling. The bright-colored illustrations are distinctively modern in spirit, and are as full of gay humor as the narrative. This is a read-and-read-again book for the primary grades.



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Books for Teachers . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

HOW BIG? HOW MANY? Arithmetic for Home and School. By Gladys Risden. Boston: Christopher Publishing House, 1140 Columbus Ave., 1951. Pp. 248. \$3.50. Each of the 248 pages of this book makes fascinating reading for parents as well as for teachers. It carries its message in simple language and in dramatic fashion. Through its use of anecdotal and conversational techniques, the reader is given a clear-cut and convincing idea of the way children think about arithmetic concepts, relationships, facts, and processes at progressive stages in a sound program of development.

After reading this book, a teacher is sure to appreciate the short-sighted policy of bypassing understanding when attempting to develop skill in a mechanical process. The reader will see why drill without meaning is a waste of time.

Mastery of arithmetic is firmly rooted in a functional understanding of our number system. Through this understanding we grow in ability to put groups together and take them apart in various ways, first by concrete experience and then using symbols and abstract thinking. Concepts of relationship are clarified and lead to new and more effective ways of grouping.

Such understandings are the most powerful thinking tools acquired in the study of arithmetic, and it is only by such acquisition and not by blind drill that permanent mastery of arithmetic skills is secured.—Reviewed by JOSEPH H. RANDALL, consultant in arithmetic, Newton Public Schools, Newton, Mass.

LIBERTIES OF THE MIND. By Charles Morgan. New York: Macmillan Co., 60 Fifth Ave., 1951. Pp. 252. \$2.75. Mr. Morgan's latest book is essentially a collection of independent lectures, book reviews, and essays of various dates and substance. The author seeks to give these a rough unity by subtitles and a fifty-four page introductory essay, subtitled "Mind Control," which expounds his utter despair at the present state of world culture. Its keynote is fear, its substance an at-

(Continued on page 382)

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Books for Teachers

(Continued from page 381)

tack on all forms of collectivism and uncontrolled democracy. Finding the seed of our modern disasters in the nineteenth century humanitarianism of Gladstone and his followers, the author traces the struggle of the individualist through the writings of Tennyson, Ruskin, and the later Victorians down through the first World War to the "numerical thinking" of the present, to Yalta and the atom bomb. But if the reader can hurdle this introduction there is much in the following essays both interesting and stimulating.

To generalize, for space is lacking to consider individual essays, the central theme is an insistence on the distinction between "The Tree of Life" and "The Tree of Knowledge." The first is the province of the humane scholar and the artist; the second the province of the scientist. The core of the world's current trouble lies in the failure of these guardian spirits to get together.—Reviewed by S. WILCOX HARVEY, *Wheelock College, Boston.*

LIVING WITH OUR CHILDREN. By Lilian M. Gilbreth. New York: W. W. Norton Co., 101 Fifth Ave., 1951. Pp. 254. \$3. Many readers will be first drawn to this book by the fact that it is written by the mother of the family in *Cheaper by the Dozen* and *Belles on Their Toes*—two books which have given the reading public much pleasure in the past few years.

The content is divided into three parts; The *planning* or "get ready" for family life; the *performing* or "do it" phase; and the *evaluating* or "clean-up" process. The first section covers material which is hard to find elsewhere so compactly assembled and ready for the reader. For the student of child development or family relations this section on planning for a family has much of real value to offer, and for the parent-to-be there is almost no matter worthy of consideration by both members of the partnership which has been overlooked.

Mrs. Gilbreth, like her husband, is an expert in the field of industrial time and energy management and shows in this book how it was possible for her family to apply many of the same principles used in the industrial field to family living. Many of the ideas expressed in this volume will have a familiar sound to the readers of her son's descriptive narratives

of life in the busy and intellectually organized Gilbreth household, but here Mrs. Gilbreth has an opportunity to point out to the reader the fundamental beliefs upon which the family practices were based.

Whether or not the ideas presented in this book seem applicable to general family living in less highly organized households, it will be interesting and thought-provoking reading.—Reviewed by RUTH CLAPP, *Wheelock College*.

THE FAMILY SCRAPBOOK. By Ernest G. Osborne. New York: Association Press, 291 Broadway, 1951. Pp. 457. \$3.95. Written from his successful experience as a father, husband, and educator, Mr. Osborne's practical, delightfully expressed book of tips for solving everyday family problems will be enjoyed by all interested in children. The more than four hundred half-page, illustrated talks in *The Family Scrapbook* are based upon his daily syndicated newspaper column. He shows effectively how by sharing the fun, the household duties and problems, all the family are happier and more loving.

Themes of the talks range from "How to Stop a Baby's Crying" to "It's Fun to Be Crazy" and include such topics as making

decisions, facing failure squarely, timing in discipline, planning teen-age parties, and making the grade as Dad. The last third of the book is devoted to appealing "how to" information for inexpensive recreation involving children and parents together—games, handcrafts, homemade toys and recipes.—Reviewed by MARY A. MELVIN, *Wheelock College*.

PUBLIC SCHOOL CAMPING. By James Mitchell Clarke. Stanford, California: Stanford University Press, Stanford University, 1951.

Pp. 184. \$3. Camping experiences for children have become so eagerly sought after by community agencies, parents, and by children themselves that it is not surprising that in a number of places in America camping programs have been developed to serve the needs of public education. Among these programs, one carried out by the city and county of San Diego, California, is notable and is the subject of this book.

This account of Camp Cuyamaca, fifty miles inland from the city of San Diego, should be extremely helpful to others who wish to provide outdoor education for public school children. The author describes in detail the prop-

(Continued on page 384)



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Books for Teachers

(Continued from page 383)

erties, administration, and curriculum of the program. He points out the difficulties involved in such a cooperative endeavor and gives practical advice about the safeguards essential to success. He describes the reactions of parents, teachers, and children and attempts to evaluate outcomes, difficult as this is, by quoting testimonies from these groups.

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Bulletins and Pamphlets

Editor, MAY I. YOUNG

IT STARTS IN THE CLASSROOM. *Washington 6, D. C.: National School Public Relations Association, NEA, 1201-16th St., NW, 1951. Pp. 64. \$1.* Are you one of those teachers—or do you know one—who dread *parent visiting day* at school and who heave a sigh of relief when it is over?

Read *It Starts in the Classroom* and you will be convinced that you have been depending too much upon the single visit of parents to school to get across an understanding of what we are trying to do for their children.

The pamphlet brings out the fact that there are daily contacts with the homes through the children themselves. Thirty children in a classroom are thirty potential "reporters" giving their parents some picture of what school activities mean to them.

The other side of the question of school-home relationships is considered, too. Find-

ing out what parents want for their children, and planning with them cooperatively does help to forward the educational program. Practical suggestions abound on each page of this pamphlet.—Reviewed by A. ADELE RUDOLPH, Philadelphia.

PUBLIC SCHOOLS—A Top Priority. *Washington 6, D. C.: Educational Policies Commission, NEA, 1201-16th St., NW, 1951. Pp. 15. 15¢.*

"You usually get only what you pay for" and the American people are the final voice in determining whether our public schools will maintain and even improve their educational system. This bulletin warns us that taxpayers have to be shown, but the battle can be won by convincing them of the *top priority* of the public schools over other

(Continued on page 386)

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Bulletins and Pamphlets

(Continued from page 385)

expenditures. Understanding all aspects of the present emergency means understanding the relationship of education to long-range National Defense planning. Our responsibility for providing good educational opportunities for our youth is an essential part of such planning.—Reviewed by KATHERINE C. WHITNEY, parent, Abington, Pa.

DEVELOPING WORLD - MINDED CHILDREN. Pp. 36. 30¢.

FREE AND INEXPENSIVE MATERIALS ON WORLD AFFAIRS. Pp. 112. \$1.

ASIA IN THE SOCIAL STUDIES CURRICULUM. Pp. 44. 50¢.

These three bulletins are by Leonard S. Kenworthy, Brooklyn College, Brooklyn '10, New York, 1951. If you are one of the teachers who is puzzled as to where to obtain teaching guides and up-to-date materials in the social studies areas, these pamphlets will be an excellent source of help. They list books, magazines, pamphlets for teachers; films and slides as well as books for children; scripts for children's playlets; pub-

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Asia in the Social Studies Curriculum includes also a worthwhile article which gives a clear picture of the importance of Asia in the lives of all of us. As teachers we need to understand more of the various peoples who make up our world today. Dr. Kenworthy gives us great help along this line.—M. I. Y.

LAY ADVISORY COMMITTEES. *Washington 6, D. C.: American Association of School Administrators, NEA, 1201-16th St., NW, 1951. Pp. 23. 25¢.* In these days when there is such a great need for acquainting the community with the problems of the schools, Lay Advisory Committees are forming everywhere. This pamphlet points the way for setting up lay committees, giving many practical suggestions as to the "how" and the "who" of committee members, as well as pointing out kinds of aid that will be most effective. Its illustrated conclusion proves the advantages of this type of community co-operation.—Reviewed by KATHERINE C. WHITNEY.

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Among the MAGAZINES

Editor, HELEN LAMMERS

WOMAN'S HOME COMPANION, February 1952. P. 28. "The Criminal in the Kindergarten." By Phoebe Radcliffe. The author states that to cure delinquency is not enough—we must prevent it. She describes the plan worked out by Dr. Sheldon Glueck and Dr. Eleanor Touroff Glueck and the research they have carried out over the past ten years which is published under the title "Unraveling Juvenile Delinquency."

According to the Glueck plan children are observed by their teachers and referred for tests. Any needed treatment is begun in the first year of school. (The use of the word kindergarten in title is to catch reader interest. Early diagnosis in first year at school is the meaning.) Some of the characteristics and behaviors that eventually lead to delinquency are cited.

Similar plans are not new to educators and social workers, but public support is needed

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to carry out any plan. The article should be thoughtfully read by parents and teachers alike. The point to remember is that every child whose behavior does not conform to what is expected of him is not a bad child, but we need to be alert to the causes of that behavior.—Reviewed by VERA R. COULTER, 1951-52 ACEI Fellow.

PARENTS' MAGAZINE, January 1952. P. 40.

"Teaching a Child the Value of Money."

Part I—"The Child of Preschool Age." By

Elenore T. Pounds. Part II—"The Older

Child." By Mary Nevlin Borton. The

advisability of allowances for the preschool child and the older child is discussed. Both of the writers agree that it is very necessary for all children, no matter what age, to have an allowance and to learn to use it wisely. They must learn to spend and to save wisely. We do not want spendthrifts nor misers. There is a happy median and adults must help children find it.

Through allowances children learn the value of money and also the fact that money is not "expandible, but is expendable." They must

(Continued on page 390)

Child centered . . .

TODAY'S CHILDREN AND YESTERDAY'S HERITAGE. By Sophia Lyon Fahs. Boston: The Beacon Press. At all booksellers, \$3.

Says Ernest Osborne, educational consultant to the National Congress of Parents and Teachers: "The book is revolutionary in the best sense."

Says Angus H. MacLean, dean of St. Lawrence Theological School: "Compelling in its impact and, in places, startling in its implications."

Says Lawrence K. Frank, co-author of the 1950 Parent's Magazine award winner, *How to Help Your Child in School*: "This book will be of great value to parents, teachers, religious educators, and all those who are concerned with interpreting our cultural heritage, not as a rigid, unchanging dogma, but as a living tradition. . . ."

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Among the Magazines

(Continued from page 389)

know that when the allowance is gone they do not get more.—Reviewed by IRENE LAMMERS, Westwood School, Cincinnati.

PARENTS' MAGAZINE, January 1952. P. 34.

"Stealing Is A Symptom." By Rega K. McCarty. The case of the theft of a knife in a store and other cases of juvenile stealing led the author, a store operator, to make a study of the causes of child pilfering. Dr. Paul Kaufman listed the emotional urges causing the stealing—

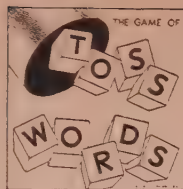
1. Desire to be approved by group. To supply needs to keep up with the juvenile Joneses.

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3. The urge to get even with someone toward whom he feels resentful.

Dr. Kaufman and other authorities offered suggestions for parents worried about this problem.

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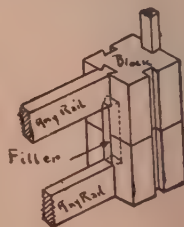
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young people. The suggestions for help are practical and helpful. Parents with knowledge and understanding gained by following this advice may prevent many heart-breaking experiences. Teachers could benefit in the same way.—Reviewed by LUCILLE SHUMARD, Linwood School, Cincinnati.

TIME, February 4, 1952. P. 55. "Ordeal in London." The selection test given to all ten-and-a-half to eleven-and-a-half-year-old British children to determine the type of secondary education they will receive and current thinking of Britons regarding the selection system are discussed in "Ordeal in London." The selection system, a result of the decision of the government that every child should get a free secondary education, is being questioned by Britons as examination times comes again.

British parents, educators, and statesmen are concerned with the finality of the decision based on one test, with its lack of provision for individual rates of growth, and with the emotional effect on children.—Reviewed by R. FRANCES HAMILTON, associate secretary, ACEI.

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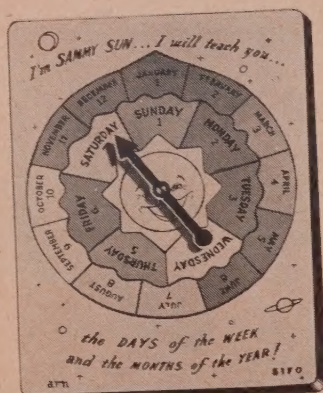
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